

ANNUAL REPORT OF THE COMMISSIONERS OF THE DISTRICT OF COLUMBIA

FISCAL YEAR ENDED JUNE 30, 1924

Vol. IV

REPORT OF THE BOARD OF EDUCATION



GOVERNMENT PRINTING OFFICE
WASHINGTON
1924



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REPORT OF THE PRESIDENT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA

The Board of Education points with pride to the achievements of the year ending June 30, 1924. It has been a strenuous year. The operation of an extensive school system with its many intricate problems affords opportunity for an honest divergence of opinion and the board has not always been in agreement. There have been some passing phases of unpleasantness and at times a lack of complete harmony, yet every member has been conscientious in trying to do what was regarded as best for the school system in which each has an abiding interest. In retrospect it is now observed where mistakes have been made; where the board, if unhampered, may increase the efficiency of our schools.

The administrative branch under the leadership of Dr. Frank W. Ballou is highly efficient. Doctor Ballou is faithful, progressive, human; he is conversant with the best in educational methods and practice, a superintendent who aspires to the highest standards of excellence. The people of Washington are to be congratulated that their schools are in such worthy hands.

The teaching force is a superior one. It is loyal to its work and faithful in its performance. Our staff of teachers compares favorably with any other to be found in the large cities. There is promise of increased efficiency by virtue of the new salary scale and the improved morale which follows adequate compensation.

The board rejoices in the fact that the teachers' salary bill has become a law and wishes to express its gratitude to all who contributed to the accomplishment of that result. There is other legislation pending in Congress in which the board is vitally interested and hopeful that it may be enacted into law. The board is anxious about its building program and much concerned about the necessary appropriations to carry out its plans and will appreciate any assistance that may be rendered to accomplish that end.

The board is pleased at the active interest that has been shown by the various citizen bodies in the work of the public schools and wishes to express to them its grateful thanks for their valuable service.

The personnel of the Board of Education has changed during the year. Mr. D. J. Callahan, a most useful and active member of the board, and its worthy president, resigned last December, much to the regret of every member of the board, to whom he had endeared himself by his faithful service and courteous manner. His place on the board was filled by the appointment of Capt. Julius I. Peyer.

The terms of Mrs. Laura D. P. Morgan and of Mr. William L. Houston expired in June and they were succeeded by Mrs. Lillian Y. Herron and the Rev. F. I. A. Bennett. The board wishes to commend the faithful service of these retiring members who gave much of time and energy to the service. The board acknowledges its special indebtedness to Mrs. Morgan for her activity in connection with the teachers' salary legislation.

In the years 1924 and 1925, our schools should be more successful than in the past and the board wishes to do all in its power to accomplish that end. With the active cooperation of the school administration and teaching body which it expects, and with the valuable assistance of the various agencies concerned for school betterment, the board looks forward to even more favorable results in our present successful school system.

JAMES T. LLOYD,
President.

SCHOOL CALENDAR

1924. Schools open (beginning of the first half year) : Monday, September 22.
Thanksgiving holiday: Thursday and Friday, November 27 and 28.
Christmas holiday: December 24, 1924, to January 2, 1925, both inclusive.
1925. End of first half year: Friday, January 30.
Beginning of second half year: Monday, February 2.
*Washington's Birthday: Sunday, February 22.
*Inauguration Day: March 4.
Easter holiday: Friday, April 10 to Friday, April 17, both inclusive.
Memorial Day: Saturday, May 30.
Schools close (end of second half year) : Wednesday, June 17.
Schools open: Monday, September 21.

BOARD OF EDUCATION

1924-25

TERM EXPIRES JUNE 30, 1925

Captain Julius I. Peyser. Mrs. Marie W. Hodgkins.
Dr. J. Hayden Johnson.

TERM EXPIRES JUNE 30, 1926

Mr. Ernest Greenwood. Mr. James T. Lloyd.
Mrs. Coralie F. Cook.

TERM EXPIRES JUNE 30, 1927

Mr. E. C. Graham. Mrs. Lillian Y. Herron.
Rev. F. I. A. Bennett.

DIRECTORY

Mr. JAMES T. LLOYD-----	709 Woodward Building
Mr. ERNEST GREENWOOD-----	327 Mills Building
Mrs. CORALIE F. COOK-----	341 Bryant Street, NW.
Dr. J. HAYDEN JOHNSON-----	1842 Vermont Avenue, NW.
Mr. E. C. GRAHAM-----	1330 New York Avenue, NW.
Mrs. MARIE W. HODGKINS-----	1821 Kalorama Road, NW.
Capt. JULIUS I. PEYSER-----	Wilkins Building
Mrs. LILLIAN Y. HERRON-----	Florence Courts
Rev. F. I. A. BENNETT-----	651 Eleventh Street, NE.

The Board of Education organizes each year at its meeting on the first Wednesday in the month of July.

The regular meetings of the board are held on the first and third Wednesdays of each month at 3:30 p. m. in the Franklin School Building, Thirteenth and K Streets NW.

* Care should be taken to ascertain any action of the Board of Education as to this holiday.

OFFICERS OF THE BOARD

Mr. JAMES T. LLOYD, *President.*
Mr. ERNEST GREENWOOD, *Vice President.*
HARRY O. HINE, *Secretary.*

EXECUTIVE, ADMINISTRATIVE, AND SUPERVISORY STAFF

Superintendent, assistant superintendents, and various officers and directors, Franklin School, Thirteenth and K Streets NW.

Attendance officer, Berret School, Fourteenth and Q Streets NW. Office hours of chief, school days, 3.30 to 5 p. m.

Attendance officer for Tenth-Thirteenth divisions, Langston School, P between North Capitol and First Streets NW. Office hours of chief, school days, 3.30 to 5 p. m.

Child labor office, Franklin School, Thirteenth and K Streets NW. This office is open daily, except Saturdays, from 9 a. m. to 5 p. m. On Saturdays this office is open from 9 a. m. to 3 p. m.

This office issues WORK PERMITS to children between the ages of 14 and 16; STREET TRADE PERMITS to children between the ages of 10 and 16.

Physical examinations of applicants for work and street trade permits are held Mondays, Wednesdays, and Fridays at 2 p. m. at Franklin School, Thirteenth and K Streets NW., in the child labor office.

Minors' licenses: Daily, except Saturdays, between the hours of 10 and 12 m. and 2 and 4 p. m. On Saturdays from 9 to 12 m.

Public school storehouse, No. 136 K Street NE.

OFFICE OF SUPERINTENDENT OF SCHOOLS

FRANK W. BALLOU, *Superintendent of Public Schools*, The Marlborough. Office hours at Franklin School Building, Thirteenth and K Streets NW., 3 to 5 p. m. daily, except Saturdays; 11 to 12 m. Saturdays. Office hours are confined to school weeks.

ROBERT L. HAYCOCK, *Assistant Superintendent (for White Schools)*, 1606 Longfellow Street NW. Office hours at Franklin School Building, 9 to 12 m. and 2 to 4 p. m. daily, except Saturdays; 9.30 to 12 m. Saturdays.

GARNET C. WILKINSON, *Assistant Superintendent (for Colored Schools)*, 406 U Street NW. Office hours at Franklin School Building, 3.30 to 5 p. m. daily, except Saturdays; 9.30 to 11 Saturdays.

RAYMOND O. WILMARSH, *Business Manager*, 227 John Marshall Place NW. Office hours at Franklin School, 9 to 10 a. m. and 3 to 5 p. m.

JOHN A. CIAMBERLAIN, *Supervisor of Manual Training*, Divisions I-IX, 1502 Emerson Street NW. Office hours at Franklin School, 9 a. m. to 5 p. m. on school days.

ELIZABETH A. HUMMER, *Director of Intermediate Instruction*, Divisions I-IX, 764 Rock Creek Church Road.

ROSE L. HARDY, *Director of Primary Instruction*, Divisions I-IX, 764 Rock Creek Church Road. Office hours at Franklin School, 9 to 10 a. m. Mondays; 2 to 4 p. m. Thursdays.

EMMA F. G. MERRITT, *Director of Primary Instruction*, Divisions X-XIII, 1630 Tenth Street NW. Office hours at Myrtilla Miner Normal School, 9 to 10 a. m. and 2 to 5 p. m. Mondays; 1 to 4 p. m. Wednesdays.

CATHERINE R. WATKINS, *Director of Kindergartens*, Divisions I-IX, 1720 Oregon Avenue NW. Office hours at Berret School, 1.30 to 3 p. m. Mondays.

IMogene WORMLEY, *Director of Kindergartens*, Divisions X-XIII, 547 Florida Avenue NW. Office hours at Cleveland School, Eighth and T Streets NW., 1 to 3 p. m. daily.

ANNIE M. WILSON, *Director of Drawing*, Divisions I-IX, Box 68, Kensington, Md. Office hours at Berret School, 9 to 12 m. Mondays; 1 to 4 p. m. Thursdays.

ROSA L. NIXON, *Director of Drawing*, Divisions X-XIII 1311 Q Street NW. Office hours at New Bell School, 9 to 12 m. Mondays; 1 to 3 p. m. Thursdays.

EDWIN N. C. BARNES, *Director of Music*, Divisions I-IX, 820 Allison Street NW. Office hours at Thomson School, 9 to 10 a. m. school days.

JOSEPHINE E. WORMLEY, *Director of Music*, Divisions X-XIII, 547 Florida Avenue NW. Office hours at Cleveland School, 11 to 12 m. Mondays; 2 to 3 p. m. Fridays.

REBECCA STONEROAD, *Director of Physical Culture*, Divisions I-IX, 2606 Garfield Street NW. Office hours at Webster School, 3 to 4 p. m. Tuesdays.

ANITA J. TURNER, *Director of Physical Culture*, Divisions X-XIII, 300 T Street NW. Office hours at Myrtilla Miner Normal School, 3 to 4 p. m. Wednesdays.

IDA F. O'NEAL, *Director of Domestic Art*, Divisions I-IX, 807 Varnum Street NW. Office hours at Berret School, 1 to 4 p. m. Fridays.

EVA F. WILSON, *Director of Domestic Art*, Divisions X-XIII, 942 T Street NW. Office hours at Mott School, 1 to 4 p. m. Tuesdays.

EMMA S. JACOBS, *Director of Domestic Science*, Divisions I-IX, 140 South Clarendon Avenue, Clarendon, Va. Office hours at Morse School, 1 to 5 p. m. Mondays and Fridays; 2 to 4 p. m. Tuesdays.

JULIA W. SHAW, *Director of Domestic Science*, Divisions X-XIII, 112 S Street NW. Office hours at Mott School, 3 to 4.30 p. m. Tuesdays.

OLIVER W. McDONALD, *Supervisor of Manual Training*, Divisions X-XIII, 623 Tenth Street NE. Office hours at Simmons School, 9 to 10 a. m. school days.

MARY M. BOLING, *Director of Penmanship*, Divisions I-IX, 3522 Quebec Street NW. Office: J. Ormond Wilson Normal School.

CORINNE E. MARTIN, *Director of Penmanship*, Divisions X-XIII, 310 New York Avenue NW. Office: Myrtilla Miner Normal School.

HARRY O. HINE, *Secretary*, office of Secretary Board of Education, 3204 Highland Place NW., Cleveland Park. Office hours at Franklin School, 8.45 a. m. to 4.45 p. m.

RICHMOND W. HOLT, *Chief Accountant*, Office of Finance and Accounts, 1907 Kenyon Street NW. Office hours at Franklin School, 9 to 10 a. m. and 3 to 5 p. m.

JOHN W. F. SMITH, *Statistician*, office of Statistics and Publications, 816 Fourth Street NW. Office hours at Franklin School, 9 to 10 a. m. and 3 to 5 p. m.

SADIE L. LEWIS, *Chief Attendance Officer for White Schools*, 1311 Farragut Street NW. Office hours at Berret School, Fourteenth and Q Streets NW., 9 to 11 a. m. Mondays, Wednesdays, Fridays, and Saturdays; 3.30 to 5 p. m. Tuesdays and Thursdays.

IDA G. RICHARDSON, *Chief Attendance Officer for Colored Schools*, 309 Eleventh Street NE. Office hours at Langston School, P Street between North Capitol and First Streets NW., 9 to 10 a. m. Mondays, Tuesdays, Wednesdays, and Fridays; 9 to 10 a. m. and 2 to 3.30 p. m. Thursdays.

ELEANOR J. KEENE, *Clerk in Charge Child Labor Office*, 3453 Holmead Place NW. Office hours at Franklin School, 10 to 12 o'clock m. and 2 to 4 p. m. daily, except Saturdays; 9 to 12 m. Saturdays.

HUGH F. McQUEENEY, *Superintendent of Janitors*, Bladensburg Road and New York Avenue NE. Office hours at Franklin School, 3 to 4 p. m. Tuesdays and Fridays. Phone, Lincoln 1581.

BOARD OF EXAMINERS FOR WHITE SCHOOLS

Superintendent FRANK W. BALLOU, *Chairman*; HARRY ENGLISH, *Secretary*, 2907 P Street NW.; SARAH E. SIMONS, 1528 Corcoran Street NW.; M. FLORENCE GORE, 2142 K Street NW.; MARY P. SHIPMAN, Glencarlyn, Va. Office, Franklin School, Thirteenth and K Streets NW.

BOARD OF EXAMINERS FOR COLORED SCHOOLS

Superintendent FRANK W. BALLOU, *Chairman*; MARION P. SHADD, *Secretary*, 2110 Fourteenth Street NW.; OTELIA CROMWELL, 1815 Thirteenth Street NW.; MARY H. PLUMMER, 717 Girard Street NW.; JAMES A. TURNER, 2821 Eleventh Street NW.; ROSCOE I. VAUGHN, 506 T Street NW. Office, Franklin School, Thirteenth and K Streets NW.

SUPERVISING PRINCIPALS

BEN W. MURCH, *Supervising Principal*, first division; office, Hyde School; residence, 1703 Thirty-fifth Street NW.

JESSIE LA SALLE, *Supervising Principal*, second division; office, Dennison School; residence, 2901 Connecticut Avenue NW.

EPHRAIM G. KIMBALL, *Supervising Principal*, third division; office, Powell School; residence, 1527 Park Road NW.

JANET McWILLIAM, *Supervising Principal*, fourth division; office, Henry School; residence, 2142 K Street NW.

SELDEN M. ELY, *Supervising Principal*, fifth division; office, Gales School; residence, 50 S Street NW.

ADELAIDE DAVIS, *Supervising Principal*, sixth division; office, Ludlow School; residence, Seward Apartment, 400 Pennsylvania Avenue SE.

HOSMER M. JOHNSON, *Supervising Principal*, seventh division; office, Cranch School; residence, 1443 Fairmont Street NW.

ANNE BEERS, *Supervising Principal*, eighth division; office, Jefferson School; residence, The Argonne Apartment, 1629 Columbia Road NW.

WALTER B. PATTERSON, *Supervising Principal*, ninth division; office, Franklin School; residence, 422 Randolph Street NW.

JOHN C. NALLE, *Supervising Principal*, tenth division; office, Sumner School; residence, 1308 U Street NW.

MARION P. SHADD, *Supervising Principal*, eleventh division; office, Garnet School; residence, 2110 Fourteenth Street NW.

LEON L. PERRY, *Supervising Principal*, twelfth division; office, Simmons School; residence, 913 P Street NW.

JOHN C. BRUCE, *Supervising Principal*, thirteenth division; office, Lincoln School; residence, The Whitelaw, Apartment 401.

JUNIOR HIGH SCHOOLS

Alice Deal, *Principal*, Columbia Junior High School. Residence, Victoria Apartments.

Harold E. Warner, *Principal*, Hine Junior High School. Residence, 215 Fourteenth Street SE.

Ralph W. Strawbridge, *Principal*, Jefferson Junior High School. Residence, 4412 Kansas Avenue NW.

Henry W. Draper, *Principal*, Langley Junior High School. Residence, 1521 Thirty-fifth Street NW.

Howard P. Safford, *Principal*, Macfarland Junior High School. Residence, 4309 Kansas Avenue NW.

G. Smith Wormley, *Principal*, Randall Junior High School. Residence, 211 T Street NW.

Mineola Kirkland, *Principal*, Shaw Junior High School. Residence, 1106 B Street NE.

SENIOR HIGH SCHOOLS

Stephen E. Kramer, *Principal*, 1215 Holly Street NW. Office, Central High School.

Charles Hart, *Principal*, 625 Lexington Place NE. Office, Eastern High School.

Elmer S. Newton, *Principal*, 2578 Thirty-seventh Street NW. Office, Western High School.

Allan Davis, *Principal*, 900 Eleventh Street SE. Office, Business High School.

Frank C. Daniel, *Principal*, 3815 Jocelyn Street NW. Office, McKinley Technical High School.

Walter L. Smith, *Principal*, 1809 Second Street NW. Office, Dunbar High School.

Arthur C. Newman, *Principal*, 504 T Street NW. Office, Armstrong Technical High School.

NORMAL SCHOOLS

Annie M. Goding, *Principal*, 1419 R Street NW. Office, J. Ormond Wilson Normal School.

Eugene A. Clark, *Principal*, 1915 Second Street NW. Office, Myrtilla Miner Normal School.

VOCATIONAL AND PREVOCATIONAL SCHOOLS

WILLIAM F. SMITH, *Principal*, 1340 F Street NE. Office, Wisconsin Avenue Manual Training School.

HENRY F. LOWE, *Principal*, 215 Fifth Street NE. Office, Lenox School.

F. E. PARKS, Jr., *Principal*, 1935 Fifteenth Street NW. Office, Phelps Vocational School.

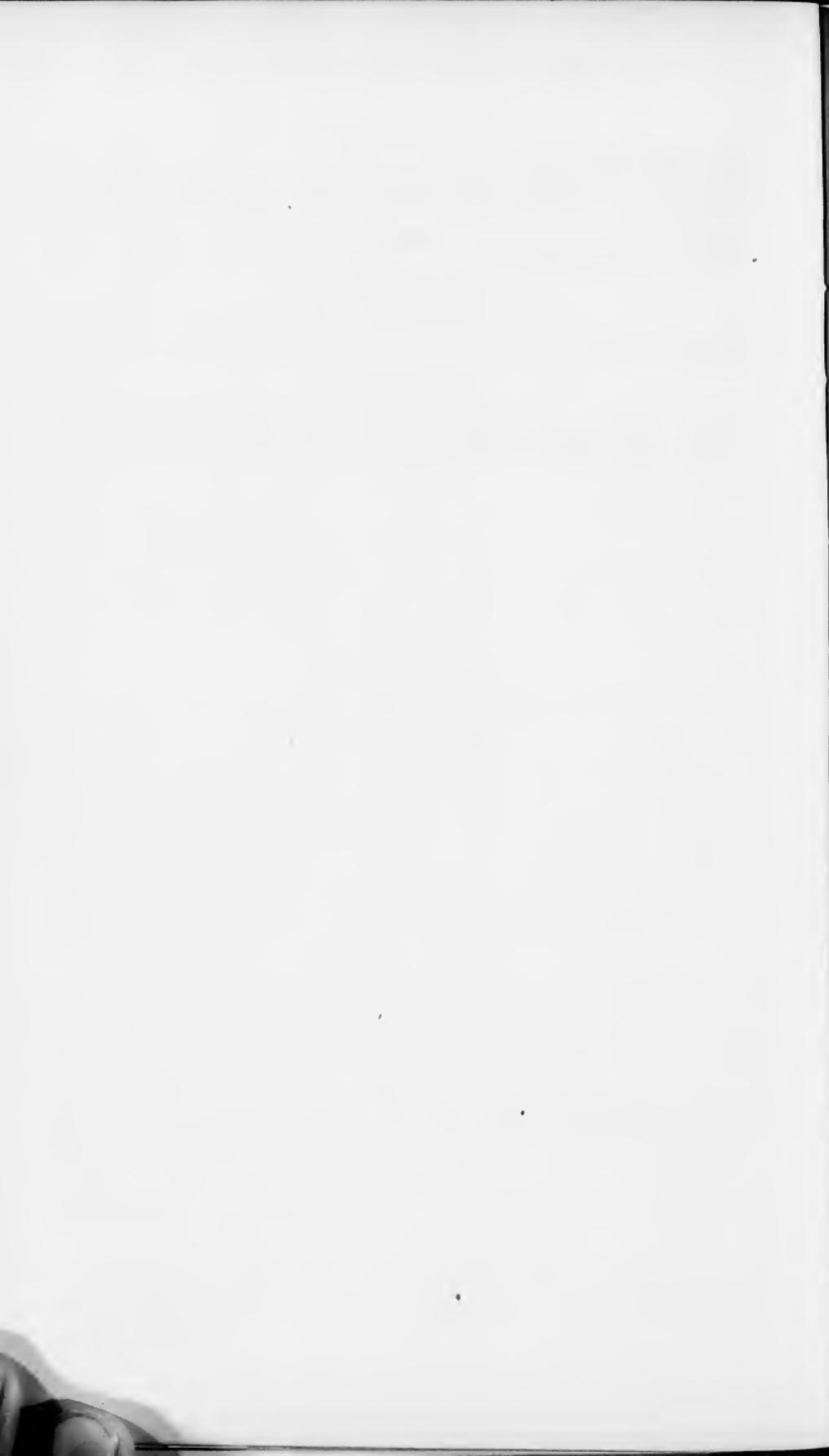
LEONORA C. RANDOLPH, *Principal*, 1240 Kearney Street NE. Office, O Street Manual Training School.

AMERICANIZATION WORK

MAUDE E. AITON, *Principal Americanization Work*, The Portner. Office, The Webster School.

MEDICAL INSPECTOR

JOSEPH A. MURPHY, *Chief Medical and Sanitary Inspector*, 75 Observatory Circle. Office hours at Franklin School, Thirteenth and K Streets NW., 2 to 3 p. m. on school days.



REPORT OF THE SUPERINTENDENT OF SCHOOLS

To the Board of Education of the District of Columbia.

LADIES AND GENTLEMEN: I have the honor to submit herewith the annual report of the superintendent of schools for the year ending June 30, 1924. This report is divided into six sections.

Section I contains a brief statement relating to each of the several more important administrative changes which have taken place and new policies established during the school year 1923-24.

Due acknowledgment is here made by the superintendent to those school officials who prepared, at the superintendent's request, the statements to which their names are attached.

Section II gives an account of the passage of the teachers' salary bill. This is undoubtedly the most important event of the year. It is the first legislative measure that has passed Congress since the passage of the organic act in 1906. In its legislative provisions and its salary schedule the salary bill which passed the present session of Congress and was approved by the President on June 4, 1924, will take its place among the most important legislative measures relating to the school system of Washington that has ever passed Congress.

Section III deals with reclassification legislation as it affects the employees of the Board of Education. The teachers' salary act provides a salary schedule for the educational employees of the board. The salaries of the janitorial staff, of the medical-inspection staff, and of the clerical staff of the public schools are established in reclassification legislation.

This section was prepared at the request of the superintendent by Maj. R. O. Wilmarth, chief accountant of the public schools, who represented the schools on the committee appointed by the commissioners to make recommendations regarding the classification of District employees.

Section IV analyzes the appropriation act for the school year 1925, indicating several highly commendable increases in appropriations, showing the additional officers which it provides and pointing out some of the unfortunate omissions.

Section V consists of a group of reports of officers on special or supplementary activities. This section is especially commended to those readers who would like to know about some of the activities of the school system which indicate attempts which are made to adapt the school system to the individual needs of pupils with varying capacities, interests, and future educational careers.

Section VI contains the reports of several groups of officers. The officers whose reports are presented herewith are in direct contact with the educational work and the educational problems which they discuss. Every one interested in the schools of Washington will find it worth while to read these reports.

In submitting his annual report, the superintendent takes the opportunity to express his grateful appreciation to all persons or organizations or agencies which have contributed to the real progress which has been made during the past year in the educational system of Washington.

Respectfully submitted.

FRANK W. BALLOU,
Superintendent of Schools.

I. THE SCHOOL YEAR 1923-24

The school year 1923-24 will be looked on in years to come as one of the most important in the history of education in the District of Columbia. It marks the passage of the teachers' salary bill, which provides a new salary schedule for all educational employees of the Board of Education. It marks the classification of all other employees—janitors, medical inspectors, nurses, and clerks—under the provisions of reclassification legislation which also provides increased compensation for those employees. Under the provisions of these two measures the salary of every employee of the Board of Education has been considered and adjusted.

The school year 1923-24 also witnessed an agreement on the part of the Board of Education on the provisions of proposed legislation growing out of the report of the joint committee of the House and Senate, of which Senator Capper was chairman. This legislation will undoubtedly be introduced into Congress at its next session. This proposed legislation modifies the functions of the Board of Education and outlines a reorganization of the administrative and supervisory staff in accordance with the best educational practice of the day.

The school year 1923-24 has also seen the formation of a well-defined public opinion on the part of the people and general agreement among the school authorities, the District Commissioners, the Bureau of the Budget, and committees of Congress concerning the necessity for the adoption by Congress of a comprehensive five-year building program for the public schools.

The reader will find in the following pages brief descriptive statements on the opening of four new junior high schools; the teachers' institute; citizens' conferences with the Board of Education; new procedure in making repairs and alterations to buildings; changes in limitation on amount of night-school service; the five-hour day for pupils in Grades I and II; reorganization legislation; the transfer of the Americanization schools; the report of a committee on Muzzey's History; the supervision of subjects in junior high schools; changes in rule 43-L; the Denny case; safeguarding of pupils using manual training machinery, the two-sport rule; and the change in basis for withholding longevity pay.

1. CHANGES IN SCHOOL OFFICERS

At the beginning of the school year 1923-24 several important changes were made in the personnel of the administrative and supervisory staff.

PRINCIPALSHIP OF CENTRAL HIGH SCHOOL

Robert A. Maurer, principal of Central High School for three years, resigned to become professor of law in the Georgetown University Law School. Accompanying the resignation of Mr. Maurer, the superintendent presented to the Board of Education the following memorandum for record:

"Mr. Maurer is a graduate of the University of Wisconsin and a graduate of the law school of Georgetown University, with an LL. B. degree in 1906 and an LL. M. degree in 1910. In addition to his work as principal of Central High School Mr. Maurer has for some years, with the permission of the superintendent, lectured on constitutional law at Georgetown Law School. He leaves the public school service to become professor of law in the law school of Georgetown University at a much larger salary than he receives as principal of the Central High School.

"Mr. Maurer has served the school system for 18 years, as follows:

Appointed teacher of history, Central High School, in 1905.

Promoted to head of department of history in 1907.

Granted leave of absence for war service, 1917.

Reappointed head of department of history, 1919.

Promoted to assistant principal, Central High School, 1919.

Promoted to principal of Central High School, 1920.

"Mr. Maurer has made an enviable record in the public schools of Washington as teacher, head of department, and principal. His scholastic training, his educational vision, and his splendid personal qualities have combined to win for him a warm place in the hearts of the pupils, among the faculty, and among the patrons of the school."

Stephen E. Kramer resigned his position as assistant superintendent to become principal of the Central High School. For over 30 years he has served the school system of Washington and the community, as follows:

- Appointed teacher of English, Eastern High School, in 1890.
- Appointed principal of the Smallwood School, 1892.
- Promoted to principal of the Force School, 1899.
- Promoted to supervising principal, sixth division, 1905.
- Promoted to director of intermediate instruction, 1906.
- Transferred to supervising principal, third division, 1911.
- Promoted to assistant superintendent, 1914.

In his position as assistant superintendent Mr. Kramer abundantly justified the good judgment of those who were responsible for promoting him from time to time until he was made subordinate only to the superintendent. The present superintendent found him a wise counselor and an able executive and administrative officer. Mr. Kramer knows the school system and is familiar with every phase of its work. He knows personally most of the employees. His interest in the welfare of the school system and of every person connected with it has been manifest on every hand.

Mr. Kramer's high sense of personal responsibility made him unsparing of himself in his devotion to the altogether too burdensome duties of his official position as assistant superintendent. His deep interest in boys and girls and his large comprehension of the educational possibilities which the principalship of Central High School offer prompted him to ask for the change. Undoubtedly his educational service to Washington as principal of the Central High School will be more direct, more vital, and more enduring than his work as assistant superintendent could have been made under existing conditions. Washington can congratulate itself that the position is so ably filled.

ASSISTANT SUPERINTENDENT OF SCHOOLS

Robert L. Haycock, the supervising principal of the third division, was promoted to assistant superintendent to succeed Stephen E. Kramer. Mr. Haycock received his first appointment to the Washington schools in 1895. His first official appointment higher than that of grade school principal, was made in 1914 as supervising principal of the third division, where he succeeded Mr. Kramer, who then became assistant superintendent.

During Mr. Haycock's term as supervising principal, his division grew to the most populous division in the city. This district, lying north of Florida Avenue between Rock Creek Park and the Soldiers' Home, and extending to Takoma, contains some of the largest elementary schools in the Capital. In addition to his regular supervisory work, he was in charge of research and measurements in Divisions I to IX.

SUPERVISING PRINCIPALS

Owing to the vacancy created by the promotion of Mr. Haycock, and to the appointment of Miss Jessie La Salle as a supervising principal, it became necessary to redistrict the schools of Divisions I to IX. (see p. 275). In the redistricting Dr. Ephraim G. Kimball was transferred to the third division, succeeding Robert L. Haycock, promoted to assistant superintendent.

As a result of the redistricting, the appointment of an additional supervising principal became necessary. Miss Adelaide Davis, formerly administrative principal of the Emery-Eckington School, was promoted to that position.

DIRECTOR OF COMMUNITY CENTERS

In the summer of 1923 Miss Cecil B. Norton, general director of the community center department, married Congressman Thomas U. Sisson, of Mississippi, and resigned from her position in the public schools. Following the sudden death of Congressman Sisson, the Board of Education rescinded its action accepting Mrs. Sisson's resignation and placed her on leave of absence.

Mrs. L. W. Hardy, assistant to the general director, was made acting general director of the community center department, and Mrs. M. W. Davis succeeded Mrs. Hardy as acting assistant to the general director.

ASSISTANT PRINCIPAL AT EASTERN HIGH SCHOOL

After one year as assistant principal in the Eastern High School, Miss Kate D. Bucknam asked to be restored to her former position as teacher of history in the Eastern High School. Her request was granted, and Miss Mary J. Watts was appointed to succeed her as assistant principal.

2. OPENING OF FOUR NEW JUNIOR HIGH SCHOOLS

The system of junior high schools was further extended during the school year 1923-24 by the opening of four additional junior high schools, three in Divisions I to IX, and one in Divisions X to XIII.

OPENING OF LANGLEY JUNIOR HIGH SCHOOL

The contract for the building of the Langley Junior High School called for the completion of the work by September 22, 1924. Hence, equipment was ordered and teachers were appointed with a view to occupying the new building near the beginning of the school year 1923-24.

Owing to a delay in the completion of the contract, however, it was found necessary to house the classes of the newly-organized school in three neighboring grade-school buildings. Accordingly, two sevenths and two eighths were located in the Gage; two sevenths and three eighths, in the Emery; and one seventh, in the Eckington. This arrangement continued until December 20, 1923, when the 10 sections moved into the new building. Several oversize classes were then reduced in enrollment so as to make 12 sections equally divided between the seventh and eighth grades.

During the month of January, 1924, the Langley Parent-Teacher Association was organized.

On January 22, 1924, open house was kept in the afternoon to afford an opportunity for an inspection of the building while the classes were in operation. Dedication exercises were held in the evening.

One feature of the dedication exercises was the presentation by the Smithsonian Institution of a handsomely-framed portrait of Professor Langley, after whom the building was named. Addresses were made by members of the Board of Education, school officials, the municipal architect, and the president of the Langley Parent-Teacher Association. The newly-organized school orchestra furnished the music. Those who were present spoke very enthusiastically of the successful start made by the new school.

On February 1, 1924, the three 8-B's became 9-A's and three additional 7-A sections came from the neighboring grade schools, making 15 sections in all, with a total enrollment of 450 pupils. All sections having been previously tested under the direction of Dr. La Salle, were reclassified on the basis of mental age.

HENRY W. DRAPER, *Principal.*

OPENING OF MACFARLAND JUNIOR HIGH SCHOOL

Because of the fact that Macfarland Junior High School came into existence before the building designed for its use was completed, a statement of a date of opening is likely to be misleading, unless accompanied by a few words of explanation.

Under the terms of the contract for its erection, the building was to have been completed on or before September 22, 1923, but before the close of school in the preceding June, it seemed probable that there would be delay. In anticipation of such a contingency, Mr. Haycock, as supervising principal of the third division, arranged that all prospective pupils should be arranged in 10 classes, 5 in the West and 5 in the Petworth School, upon the opening of school in the following September, and that the teachers who were to be assigned to the school be given these classes.

Inasmuch as this was to be a regional school, definite geographical boundaries were established. Attendance was required of all pupils living within the region bounded on the east by the Soldiers' Home, on the south by Rock

Creek Church Road and Spring Road, on the west by Rock Creek Park, and on the north by Farragut Street. Attendance was optional for those living north of Farragut Street and south of Kennedy Street. Seventh and eighth grades only were organized, as it seemed unwise to include ninth-grade pupils who would remain for a year only.

When September arrived, the building was far from complete, but the school was operated in borrowed quarters under the arrangements already described, for some two months, adhering, from its inception, to the junior high-school type of organization. On the afternoon of November 28, teachers and pupils moved to the new building carrying books and supplies, were assigned to rooms and desks, and within 30 minutes were hard at work. Because of the unfinished condition of the building, it was thought unwise to attempt any formal exercises at this time.

On the afternoon of December 14 an informal "at home" was held, to enable parents to visit the building, meet the teachers, and inspect the work of classes in actual operation. In this connection it seems advisable to add the statement that the parents and the entire community have exhibited a most cordial interest in and support of the new school. The first regular meeting of the parent-teacher association was held on the evening of January 18 at the school, and on the afternoon of Monday, January 21, the building was formally dedicated. Brief addresses were delivered by the president of the Board of Education, the superintendent and assistant superintendent of schools, Mrs. Strong, sister-in-law of the late Mr. Macfarland, and Mr. L. J. Julihn, representing the civic associations of the vicinity.

At the beginning of the semester, in February, 1924, the enrollment increased from 399 to 497, and the building became filled to the comfortable limit of its capacity. The problem of adequately housing additional classes next fall looms as a most difficult one.

The building is of modern fireproof construction, of brick and reinforced concrete, with steel sash and glazed and face brick interior walls, in lieu of the customary lath and plaster finish. It contains 13 classrooms, 3 shops, 3 home-economics rooms, 2 drawing rooms, and a science laboratory, in addition to the office, kitchen and serving room, and teachers' rooms. It is expected that the present building will constitute the central unit of a much larger building with a capacity of 1,200 to 1,500 pupils. The original plans for the present building showed a third wing containing an auditorium-gymnasium, and rooms for physical directors, janitors, matron, and storage, but the bids under this plan so far exceeded the available appropriation, that it was omitted entirely. That, to-day, is the outstanding need of the school, but teachers and pupils alike share the attitude that we have much to be grateful for in the present excellent building, and that future additions and improvements will be all the more keenly appreciated in the light of time and experience.

H. P. SAFFORD, *Principal.*

OPENING OF HINE JUNIOR HIGH SCHOOL

The L. G. Hine Junior High School was opened the first day of school in September of 1923 in the building formerly occupied by the Eastern High School. This old Eastern Building had been completely overhauled by the District of Columbia repair shop during the summer, some \$14,000 having been expended thereon, so that by the date of opening of the new school the building was in very excellent condition. By its arrangement, too, it has proven to be especially well adapted for junior high-school work.

The formal exercises of dedication were held at the school on October 16, 1923, and were as follows:

1. Invocation by the Rev. George Barrow-Nielson, pastor of the Ingram Memorial Congregational Church.
2. Song by the school, "America the Beautiful."
3. Salute to the flag, led by a boy scout.
4. Remarks by the presiding officer, Hon. James T. Lloyd, vice president of the Board of Education.
5. Presentation to the school of a framed picture of former District Commissioner L. G. Hine, by Miss Ramsey Nevitt, granddaughter of the late commissioner.
6. Address by Dr. Frank W. Ballou, superintendent of public schools.
7. Song by the school, "Washington."
8. Exit march.

H. E. WARNER, *Principal.*

OPENING OF RANDALL JUNIOR HIGH SCHOOL

The Randall Junior High School was organized September 17, 1923, with an enrollment of 270 pupils in the old Randall Building, which formerly had been used for graded-school purposes, having been constructed in 1876.

The building itself lacked the necessary facilities for the administration of a junior-high program, therefore the Cardozo vocational plant was made available to meet the needs of the school with respect to shops.

The increased enrollment of 348 pupils in February, 1924, necessitated the erection of two portables in addition to the rooms already occupied in the Randall and Cardozo Buildings. This arrangement, though solving the housing situation for the time being, worked quite a hardship on the pupils on inclement days, as they passed from building to building for recitations.

Despite these disadvantages, much effective work was accomplished during the year. An active parent-teacher association was organized, which held monthly meetings of a profitable civic and educational nature. Through the medium of a building project, "District night," pupils, parents, citizens, school officials, and Government officials were brought together in such a way as to illustrate how the school may function as an integrating force in the development of the community. A special health program for perfect teeth met with the hearty cooperation of both pupils and parents and revealed to the administration the great need of a public clinic in the southwest section of the city. These and many other activities more fully described in the Randall Journal of April, 1924, bespeak the wisdom of the administration in establishing a junior high school in southwest Washington.

A new school plant, or one remodeled to offer the advantages of an assembly hall, gymnasium, library, and laboratories, is a pressing need now receiving the careful consideration of school officials. The location of a dental clinic as well as a library in or near the proposed new school building will satisfy an urgent need of this community.

G. SMITH WORMLEY, *Principal.*

3. THE TEACHERS' INSTITUTE

Pursuant to the order of the Board of Education, passed at its meeting held November 8, 1923, the superintendent of schools in Circular No. 28, under date of November 30, 1923, ordered all day schools closed on Friday, December 7, 1923, and that all educational employees attend the teachers' institute scheduled for that date.

The institute was held in the Central and Dunbar High Schools under the auspices of the teachers' council. The morning sessions were devoted to inspirational speeches, the afternoon sessions to round-table conferences.

THE PROGRAM

Address: "The challenge of the twentieth century." Dr. William M. Davidson, superintendent of schools, Pittsburgh, Pa.

Address: "English as a world language."¹ Dr. C. Alphonzo Smith, head of the department of English, United States Naval Academy.

Address: "The dynamic factor in education." Prof. Charles H. Wesley, Howard University, Washington D. C.

Address: President William Mather Lewis, George Washington University.

ROUND TABLE CONFERENCES

Topic: "Geography." Miss Ellen Churchill Semple, school of geography, Clark University, Worcester, Mass. (NOTE.—Especially for teachers of grades 5-8.)

Topic: "A demonstration in musical rhythm." Miss Margaret Seavers, the Woodward Private School, Boston, Mass. (NOTE.—Especially for teachers of kindergartens and primary grades.)

Topic: "Trade analysis." Dr. C. E. Hewitt, formerly dean of engineering, University of Vermont. (NOTE.—Especially for teachers of special subjects in all schools.)

¹ Owing to personal illness Doctor Smith was unable to be present.

Topic: "Ideals and helps in nature study." Mrs. Anna Botsford Comstock, professor emeritus of nature study, Cornell University, Ithaca, N. Y. (NOTE.—Especially for teachers of grades 5-8.)

Topic: "The organization of the social activities of the high and junior high schools." Dr. Elbert K. Fretwell, Columbia University, New York. (NOTE.—Especially for teachers of the normal, senior high, and junior high schools.)

During the year additional lectures were delivered to the teachers of Washington by Miss Olive M. Jones, president of the National Education Association, and by Dr. Bird T. Baldwin, research professor in educational psychology and director of the Iowa child welfare research station at the State University of Iowa.

The consensus of opinion among the teachers is that the teachers' institute this year was unusually inspiring and that it satisfied more completely than heretofore the desire of the teachers for practical suggestions.

The sincere appreciation of all educational employees is expressed to the following committee of the teachers' council, under whose auspices the institute was held:

Miss May P. Bradshaw, chairman.

Mrs. Susan S. Alburtis.

Miss F. C. Mortimer.

Mrs. Rosa S. Netherland.

Mr. J. Francis Gregory.

Miss Ruby Nevins.

Miss H. D. Eldridge.

The teachers' institute, as conducted this year, recognized the well-established practice of presenting to the teachers both inspirational speakers with new ideas on education, and offering to large groups of teachers an opportunity for round-table conferences with leading educators upon subjects of special interest. The institute was thus, at the same time, unifying for the entire body of teachers and specializing for large groups of teachers with related interests.

4. CITIZENS' CONFERENCES WITH THE BOARD OF EDUCATION

The year just concluded has marked an improvement in the benefits derived in conferences held by the board with the public. The purpose of these gatherings has been to ascertain the views of the community on the city-wide betterment of the school system and also the needs of particular sections of the District. As heretofore there have been joint conferences of school officials with the many local citizens' associations and other influential organized groups and civic clubs whose chief interest is directed toward the welfare of the District. But this distinction may be noted. There have been more frequent conferences and more cordial and confidential relationships have been established.

At the outset of the current year the requests for school extension and improvement, received by briefs submitted and by verbal presentation, were carefully noted and, so far as practicable, these were incorporated into the estimates to be submitted to Congress through the proper channels. The details of the Budget, however, may not be given publicity prior to their receipt by Congress.

There were a limited number of important organizations that held the conviction that their influence was lessened by a lack of early knowledge of what the estimates carried. Some even doubted whether the statute that prohibits any disclosure of the details of the estimates prior to their release by Congress was binding on the Board of Education and upon the District Commissioners. As the question raised by an influential group was based on a sincere desire to promote school interests, the opinion of the corporation counsel, District of Columbia, was invoked and the viewpoint of the board was confirmed.

In order that the aid of the many organizations that cooperated with the board might be fully utilized, a second conference was called promptly after the estimates were published. The process of pruning the items by the board itself, the eliminations made by the District Commissioners, and the further reductions made by the Bureau of the Budget, were explained in conference. After the estimate data had passed the committees of Congress and appeared in the form of an appropriation bill the public, through its many varied organizations, was again invited into conference. On this occasion the pre-

cise status of school legislation on appropriations was given. The three stages through which the estimates had passed, were disclosed:

The board's original requests.

The figures allowed by the Bureau of the Budget.

The items allowed by the committee of the House of Representatives.

Citizens interested in improvements in the several sections of the city could thus ascertain the fate that overtook any particular item that was stricken out in its course toward enactment into law.

This latest conference, moreover, provided the opportunity to give wide explanation to the difficult problems that beset the board in its deeply earnest efforts to provide adequate school facilities in just proportion to other departments of the District government and yet practice the necessary economy in the expenditure of public funds. The meetings especially developed a spirit of mutual understanding. For example, when a compilation of the requests to supply proper lighting in schools showed that an amount exceeding the entire appropriation for repairs would be required, the fact that the problem was impossible of fulfillment was gracefully admitted. Similarly in a summary of other acknowledged needs throughout the city, for the erection of assembly halls, gymnasiums, more spacious grounds for half a hundred schools; the grading, surfacing, and beautifying of school grounds; new schools or additions to eliminate portables and rented buildings; a reasonable audience frankly admitted that the board could not be expected to take all the hurdles set up by the various citizens' associations. The argumentative attitude gave way to a genuine desire to get together.

Thus, by arriving at a better understanding of the board's limitations at these gatherings of citizens, greater unity of purpose has resulted. There was more and more a common endeavor, an agreement as to what constitute the more important school needs, a submerging oftentimes of local interests for projects of an admittedly city-wide character. With this closer harmony of effort, with the city in accord by presenting a unanimous request for certain specific legislation, the board's tasks before Congress have been made easier. Arguments before the congressional committees become more effective when they contain an assertion that the city generally backs any desired legislation, a fact learned by sitting in council with the representatives of citizens' organizations.

But the service rendered by these conferences with civic groups has not been confined to the annual estimates. Their helpfulness was applied to other school bills, such as the five-year building program, the needed compulsory education legislation, the reorganization plan of the school system, and in the teachers' salary bill, which has now become a law.

For the public service rendered it is proper that due acknowledgment be here given to the many groups that have joined to help improve the school system and the city. All of them are deserving of great credit. During the year they have rendered valiant service to the schools.

H. O. HINE,
Secretary of the Board.

5. NEW PROCEDURE IN MAKING REPAIRS AND ALTERATIONS TO BUILDINGS

During the school year 1923-24 repairs and alterations to buildings were made in accordance with an agreement entered into between the Board of Education and the Board of Commissioners, according to which agreement the repair shop acted under the direction of the school officials. The responsibility for determining what repairs should be made was left to the judgment of the school officials.²

With the establishment of a standing committee of the Board of Education on buildings, grounds, and equipment, the above-mentioned procedure was materially modified.

The new procedure, effective July 1, 1924, is contained in the following order adopted by the commissioners on June 17, 1924, which order will hereafter govern the procedure in the matter of alterations to school buildings:

Ordered, That on and after July 1, 1924, the following procedure will be adopted in making repairs to public school buildings:

² See Report of the Board of Education, 1922-23, p. 26.

1. Principals of elementary schools, through their supervising principals and principals of normal, high, junior high, and vocational schools, shall submit requests for necessary or desirable repairs to buildings under their charge on forms prescribed and furnished by the Board of Education. These forms shall be forwarded directly to the repair shop for attention.

2. Work of an emergency character will be executed promptly, for which purpose a fund of \$30,000 is hereby set aside; any unexpended balance from this fund to be utilized on regular repair work. Work not of an emergency character will be estimated on by the repair shop and included in the next schedule of repairs.

3. On June 1 and December 1 of each year, a complete list of the repairs requested at each school will be made, from which list a working schedule will be prepared by the repair shop. These lists will be submitted to the committee on buildings, grounds, and equipment of the Board of Education, which committee, in consultation with the authorities of the repair shop, will decide as to the items of work which should receive attention. After deducting \$30,000 for emergency work, as provided above, 70 per cent of the remainder of the appropriation for repairs to school buildings and grounds will be available for the execution of work covered by the June list and 30 per cent of said appropriation for execution of work covered by the December list.

4. In addition to the lists referred to above, the repair shop shall prepare and submit to the committee on buildings, grounds, and equipment of the Board of Education a list of necessary items of work with their estimated cost, such as inspection, overhauling, and repair of steam and gas engines, motors, and fans; inspection and minor repairs to boilers and furnaces; resurfacing of blackboards; glazing prior to the opening of school; and the furnishing of lime, paint, and brushes to janitors for basement renovation.

5. The pro rata share of the shop's upkeep (heating, light, forage, etc.) and the pro rata share of payment of the shop's force while on duly authorized leave of absence will be charged against the appropriation for repairs to school buildings and grounds, and the total cost of the items referred to in paragraph 4, and the items in this paragraph will be deducted from the said appropriation, the balance to be apportioned as provided by paragraphs 2 and 3.

6. All lists of work to be done, after consultation with the committee on buildings, grounds, and equipment of the Board of Education, will be submitted to the engineer commissioner for approval.

7. All employees paid from the appropriation "Repairs and improvements to school buildings and grounds" will be under the immediate orders of the superintendent of repairs.

8. All reports of the fire and health departments as to school buildings will be sent directly to the repair shop for comment and reply before being forwarded to the committee on buildings, grounds, and equipment of the Board of Education.

9. All communications addressed to the District of Columbia repair shop by citizens', parent-teacher, and other associations will be forwarded directly to the committee on buildings, grounds, and equipment of the Board of Education for consideration.

This order was submitted to the Board of Education in tentative form and certain changes made in it before it was finally passed by the Board of Commissioners. The order, as stated above, was concurred in by the Board of Education.

6. CHANGES IN LIMITATION ON AMOUNT OF NIGHT SCHOOL SERVICE

In connection with the standardization and improvement of the night schools, certain orders were approved by the Board of Education limiting a teacher's service to three nights in the week and to not more than four consecutive years of service in the night school.²

As these rules became operative and teachers became ineligible for night-school service, protests were made to the Board of Education against said rules. Accordingly, a hearing was held by the personnel committee of the Board of Education on May 15, at which time representatives of the various groups of teachers as well as the school officers were heard. The committee

² See Report of the Board of Education, 1922-23, p. 19.

recommended, and the Board of Education approved, certain changes in the practice and procedure growing out of the aforementioned rules. These rules as modified are as follows:

ORDER OF BOARD OF EDUCATION, OCTOBER 4, 1922, AS AMENDED

"That on and after September 1, 1922, no educational employee shall be appointed or carried on more than two school pay rolls during any fiscal year unless it is impossible to obtain another satisfactory person for the position: *Provided*, That this order shall not affect during the fiscal year ending June 30, 1923, any educational employee who was appointed and carried on the vacation school pay roll during said fiscal year."

AGREEMENT ON ADMINISTRATION OF THIS ORDER, AS AMENDED

"1. That each summer school shall be considered as articulating with the preceding school year, and that the teachers who have been employed in the evening schools of the preceding school year shall not be eligible for appointment in the following summer session, nor shall any teacher be eligible for appointment who has had fewer than two years' experience in work similar to that for which he is an applicant."

ORDER OF BOARD OF EDUCATION, OCTOBER 4, 1922, AS AMENDED

"That no educational employee shall be appointed in the night schools for more than three nights' service in any one week or after July 1, 1923, have more than six consecutive years' service in the night schools."

AGREEMENTS ON ADMINISTRATION OF THIS ORDER, AS AMENDED

"1. That the services of those teachers who shall by July 1, 1923, have taught more than six years in the evening schools shall be gradually discontinued, one-fourth of the number to be dropped each year until the entire number is dropped.

"2. That other things being equal, preference in continuing persons in the evening schools shall be given to those teachers who have served the shorter time in the night schools, whose ratings in the day-school service are highest, and whose night-school work is of exceptional quality.

"When the efficiency of the night schools demands the retention of a certain teacher or principal, the foregoing rules shall not apply to the tenure of that teacher or principal.

"3. That the general application of the rule in regard to both teachers and principals should be based upon whether or not it was possible to replace satisfactorily the employee concerned. If the officials immediately charged with the responsibility and direction were willing to certify that the teacher or principal could not be replaced by another person who would render reasonably satisfactory service, the rules should not apply to this individual. If such certification can not be made by the officials above indicated, the rules should be allowed to apply to both principals and teachers on the basis of the proportion set forth above."

The aforementioned rules as modified will henceforth guide the officers in the organization and administration of evening and summer schools.

7. FIVE-HOUR DAY FOR PUPILS IN GRADES I AND II

The order of the Board of Education making it permissive for supervising principals to organize classes in Grades I and II on the basis of a five-hour day became effective with the opening of schools in September, 1923. It was to be expected that a change from a morning session only to morning and afternoon sessions for pupils in Grades I and II, affecting, as it did, hundreds of homes and many teachers, would meet with some adverse comment and criticism. For the most part the parents sought the advice and counsel of

teachers, principals, and supervising principals: a few visited or wrote to the superintendent.

On October 5, 1923, some of the teachers of the primary classes affected by this change formulated a written protest and presented it to the teachers' council, to the superintendent, and to the members of the Board of Education and the director of primary instruction. The communication follows:

Dr. FRANK BALLOU,

Superintendent of Schools, Washington, D. C.

DEAR DOCTOR BALLOU: We are submitting to you the request from the first and second grade teachers recently presented to the teachers' council, and which has been returned to the committee appointed by the said teachers.

We want to assure you that we are not opposed to a five-hour day for teachers, but to a five-hour day for first and second grade pupils under existing conditions.

We appreciate the high standard you have for our Washington schools, and desire, as you do, that they shall rank among the best in both achievement and progress.

As teachers of experience, we realize the great importance of right-habit formation as a fundamental principle in primary instruction, which it is impossible to secure with our present inadequate equipment. Also, regardless of the long school day, no opportunity is now afforded for individual or group instruction, two vital factors in successful teaching.

We therefore trust you will consider our recommendation No. 9 with the thought that we, as teachers, heartily desire the welfare of the pupils of our classes, and even though you may consider our request adversely we will do our best to make the plan now established as successful as possible with equipment provided.

I am inclosing the copies for the members of the Board of Education, as requested by the teachers, which you will please kindly give them, if you so desire.

Very respectfully,

(Signed)

HARRIET D. ELDREDGE,
Chairman of the Committee.

NOVEMBER 5, 1923.

"The committee appointed at a meeting of the first-grade teachers, held in the Franklin School October 5, 1923, with instructions to place in writing the objections voiced by said teachers to the new plan for a five-hour day for both teachers and children, and to submit the same to the teachers' council, have agreed upon the following:

"The first-grade teachers of the Washington public schools, who have been affected by the recent order requiring a full five-hour day for all children of their classes, hereby object, and respectfully submit the following reasons:

"1. Small children become restless and inattentive, because they lack the power of sustained concentration necessary for the advantageous pursuit of directed activities covering the longer school day, even though such activities be of a varied character.

"2. As a result, the happy spirit of cooperation and the interested attitude toward school work formerly existing in our classes is being lost and pernicious habits developed, resulting in much truancy.

"3. Tired children especially require the direct supervision and encouragement of the teacher. The large class renders this impossible, and resort to seat work must follow for part of the children. With their power of application dulled by fatigue, inattention, restlessness, disorder, and wasted time too often result.

"4. Retardation, as compared with last year, will be greatly increased, as the time previously spent in individual work must now be given to the whole class. The coaching time is eliminated and slow children lose the benefit of that personal touch which can only be obtained in a small group.

"5. The program requires that part of the afternoon, formerly given to individual help, be devoted to recreational activities, but no equipment of any kind for successfully carrying out this new schedule has been provided.

"6. Directed activities on the school playground and in the schoolroom can never be a satisfactory substitute for free activities such as are afforded children of Washington by its many excellent parks and public playgrounds.

"7. Although informed that the longer school day obtains in some other cities, no data has been furnished concerning its success, nor the reasons which may make it advisable in those localities, such as a large foreign population, shorter school term, or different climatic or economic conditions.

"8. The above observations have been made with a view to the welfare of the child, but it may not come amiss in this connection to state that experienced primary teachers, believing this plan to be detrimental to the best interests of their pupils, and feeling that they can not now maintain the high standard of accomplishment which they desire for themselves, are making plans designed to enable them to leave the first grade as soon as opportunity offers. They feel that the lower salary class in which they are placed does not justify the additional nervous and physical strain and the great amount of extra preparation outside of school hours, both of work and of needed material.

"9. Recognizing the effectiveness of small coaching classes in preventing retardation of slow children, and the gratifying results obtained last year through the operation of such a plan, we as a group of teachers do recommend and request that the order requiring a full five-hour day for each pupil every school day be so modified that four afternoons in the week be devoted by the teacher to constructive instructional work with a section of her class, such work to be in accordance with the plans and suggestions given teachers by the director of primary instruction.

"That one afternoon in the week be allowed each teacher for preparation and care of seat work, for visiting other schools, and attendance on regular meetings called by the directors of primary instruction. This day to be, as far as possible, the same day of the week as that chosen by the directors for their regular meetings.

"10. Respectfully addressed to the teachers' council, with the request that copies be transmitted to the superintendent of schools, members of the Board of Education, and to the director of primary instruction.

"HARRIET D. ELDREDGE,
"ELIZABETH DRAPER,
"I. B. CLARKE,
"OLIVE RAMSEY,
"Committee."

On November 8, 1923, the Board of Education referred this communication to the superintendent for report. In a conference between the superintendent, the supervising principals, and other school officials concerned it was the consensus of opinion that no change should be recommended in the policy established by the Board of Education until the policy had been put into practice. Accordingly the superintendent deferred reporting on the matter until toward the end of the school year. After consultation and agreement among the school officers concerned the superintendent prepared and submitted to the Board of Education a report which follows:

MAY 15, 1924.

(In re the Five-hour Day for Pupils)

To the Board of Education of the District of Columbia:

LADIES AND GENTLEMEN:

At the meeting of the Board of Education, held November 8, 1923, there was sent to the board by the teachers' council a petition signed by certain teachers of Grades I and II in protest against the five-hour day for pupils.

This petition is signed by 58 first and second grade teachers out of a total of 276 first and second grade teachers.

The five-hour day rule for pupils should be distinguished from the five-hour day rule for teachers.

FIVE-HOUR DAY FOR TEACHERS

Preceding 1920 the regular school day for teachers in Grades I and II was three and one-half hours in length. Even though the basic salary for them had been made the same as the basic salary for teachers in higher grades the length of the school day had not been correspondingly increased.

On October 20, 1920, the Board of Education approved the five-hour day for all elementary-school teachers and authorized the superintendent "to

frame such provisions as may seem expedient to cover the service of such teachers."

The purpose of the five-hour day rule for teachers was summarized in superintendent's Circular No. 17, published October 27, 1920, as follows:

"To unify the length of day for teachers; to provide needed professional training for some of the teachers recently appointed; to place at the disposal of the children a larger amount of the time of the teachers; and to provide opportunity for the teachers to give additional instruction to individual pupils who need it. In short, the purpose is to improve teachers and teaching for the benefit of the children."

The superintendent feels constrained to advise the Board of Education that some of the teachers in Grades I and II protested against the five-hour day for them in much the same manner and spirit that they are now protesting against the five-hour day for their pupils. The school officials believed that the five hours of the teachers' time could be appropriately used for the benefit of the teachers and the pupils and undertook at once plans for utilizing that time.

From time to time during the past three years circulars have been issued modifying and extending instructions to teachers on the basis of their experience, with the result that the five-hour day for teachers in Grades I and II is as well established and practiced in Washington as has been the five-hour day for other elementary-school teachers.

FIVE-HOUR DAY FOR PUPILS

Until September, 1923, in Washington the regular school day for pupils in Grades I and II was three and one-half hours in length. In most other cities a longer school day prevails.

On February 21, 1923, the superintendent presented to the Board of Education and secured their unanimous approval of the following statement and orders:

"To the end that the resources of the public-school system may be utilized more fully for the instruction of pupils in the primary grades and in order that the school system of Washington may approximate more nearly the best practice of the country it is hereby recommended that the following order be issued:

"Ordered. That in so far as classrooms are available the supervising principals are authorized, beginning September 1, 1923, to organize classes in grades I and II on the basis of a five-hour day.

"Ordered further. That any rules of the Board of Education in conflict with the above order are hereby suspended."

THE PETITION

To this order of the Board of Education first and second grade teachers have objected. The following are some of the grounds of objections:

That "small children become restless and inattentive, because they lack the power of sustained concentration."

That "pernicious habits" are being developed by pupils.

That the large class renders impossible the direct supervision and encouragement of the teachers.

That slow children lose the benefit of the personal touch.

That no equipment for successfully carrying out the five-hour schedule has been provided.

That no data have been furnished concerning the success of the five-hour day movement for pupils in other cities.

THE PRACTICE IN OTHER CITIES

When the superintendent recommended to the Board of Education the five-hour day for pupils he expressed the opinion that such a policy for Washington would place our school system approximately "nearer the best practice of the country."

The opinion of the superintendent is abundantly supported by a "Study of the length of the school day, Grades I and II," made and published by the Bureau of Education in City School Leaflet No. 6, February, 1923, to a summary of which your attention is respectfully directed.

Summary of study of the Bureau of Education. Length of school day in Grades I and II

CITIES HAVING A POPULATION OF 100,000 OR MORE

	Group	Number of cities	Total		Group	Number of cities	Total
<i>First grade</i>							
1	3 hours, up to $3\frac{1}{2}$ hours	1		1	3 hours, up to $3\frac{1}{2}$ hours	1	
2	$3\frac{1}{2}$ hours, up to $3\frac{3}{4}$ hours	2		2	$3\frac{1}{2}$ hours, up to $3\frac{3}{4}$ hours	2	
3	$3\frac{3}{4}$ hours, up to 4 hours	0		3	$3\frac{3}{4}$ hours, up to 4 hours	0	
4	4 hours, up to $4\frac{1}{4}$ hours	7		4	4 hours, up to $4\frac{1}{4}$ hours	3	
5	$4\frac{1}{4}$ hours, up to $4\frac{1}{2}$ hours	1		5	$4\frac{1}{4}$ hours, up to $4\frac{1}{2}$ hours	1	
6	$4\frac{1}{2}$ hours, up to $4\frac{3}{4}$ hours	6		6	$4\frac{1}{2}$ hours, up to $4\frac{3}{4}$ hours	4	
7	$4\frac{3}{4}$ hours, up to 5 hours	4		7	$4\frac{3}{4}$ hours, up to 5 hours	2	
8	5 hours, up to $5\frac{1}{4}$ hours	19		8	5 hours, up to $5\frac{1}{4}$ hours	24	
9	$5\frac{1}{4}$ hours, up to $5\frac{1}{2}$ hours	7		9	$5\frac{1}{4}$ hours, up to $5\frac{1}{2}$ hours	10	
10	$5\frac{1}{2}$ hours and over	3		10	$5\frac{1}{2}$ hours and over	3	
			50				
<i>Second grade</i>							

CITIES OF 30,000 TO 100,000 POPULATION

	Group				Group		
<i>First grade</i>							
1	$3\frac{1}{4}$ hours, up to $3\frac{1}{2}$ hours	1		1	3 hours, up to $3\frac{1}{2}$ hours	0	
2	$3\frac{1}{2}$ hours, up to $3\frac{3}{4}$ hours	0		2	$3\frac{1}{2}$ hours, up to $3\frac{3}{4}$ hours	0	
3	$3\frac{3}{4}$ hours, up to 4 hours	1		3	$3\frac{3}{4}$ hours, up to 4 hours	0	
4	4 hours, up to $4\frac{1}{4}$ hours	11		4	4 hours, up to $4\frac{1}{4}$ hours	9	
5	$4\frac{1}{4}$ hours, up to $4\frac{1}{2}$ hours	5		5	$4\frac{1}{4}$ hours, up to $4\frac{1}{2}$ hours	3	
6	$4\frac{1}{2}$ hours, up to $4\frac{3}{4}$ hours	21		6	$4\frac{1}{2}$ hours, up to $4\frac{3}{4}$ hours	20	
7	$4\frac{3}{4}$ hours, up to 5 hours	10		7	$4\frac{3}{4}$ hours, up to 5 hours	9	
8	5 hours, up to $5\frac{1}{4}$ hours	34		8	5 hours, up to $5\frac{1}{4}$ hours	37	
9	$5\frac{1}{4}$ hours, up to $5\frac{1}{2}$ hours	3		9	$5\frac{1}{4}$ hours, up to $5\frac{1}{2}$ hours	5	
10	$5\frac{1}{2}$ hours and over	8		10	$5\frac{1}{2}$ hours and over	11	
			94				
<i>Second grade</i>							

COMMENTS ON TABLES

It is to be noted:

That among 50 cities with populations of 100,000 or more, 19 have a five-hour day for the first grade, and 47 of these cities have for the first grade longer sessions than Washington had prior to September 1, 1923.

That among 50 cities with population of 100,000 or more, 24 have a five-hour day for the second grade, and 47 of them have for the second grade longer sessions than Washington had prior to September 1, 1923.

That among 94 cities of 30,000 to 100,000 population, 34 of these cities have a five-hour day for the first grade, and that 93 of them have longer sessions for the first grade than Washington required prior to September 1, 1923.

Accounted for in this study are 144 cities of 33 States and the District of Columbia, representing all sections of the country.

The fact that not one of them is known to have discontinued the practice of the five-hour day indicates the success of the longer school day.

THE FIVE-HOUR DAY IN OPERATION

At the earliest opportunity this protest of certain primary teachers was considered with the supervising principals, the directors of primary instruction, and other school officials at their meeting on December 20, 1923. The Board of Education is advised that at this conference the officers were unanimous in their recommendation that no change be made in the five-hour day for pupils of Grades I and II.

The feeling was strongly expressed by supervising principals whose teachers signed the petition that the opposition of these teachers to the five-hour day for pupils was already rapidly disappearing. One supervising principal stated: "Some of the teachers who signed the petition that went to the superintendent and to the Board of Education would gladly recall that document."

"My second-grade teachers now feel that they do not want any modification in the order. The first-grade teachers already feel somewhat different about

the situation, and their criticisms are only mild," is the comment of another supervising principal.

The supervising principal of another division assures the superintendent that five of the seven teachers in that division who signed the petition "are already convinced that they should not have done so."

The school officials concerned were generally of the opinion that teachers had not yet fully adjusted themselves to the new conditions, and that a more generous supply of material handwork would promote the effectiveness of the five-hour day for pupils.

This adjustment to new methods of procedure, to the organization of the recitation periods of a longer school day, and to the best way to conduct the class work must of necessity be gradual for teachers. Physical and mental adjustment of the child to the program of a lengthened school day must also of necessity be gradual.

The general situation revealed at the said meeting of the school officials made it appear to the superintendent that no change in the five-hour day for primary pupils was warranted at that time. Rather than so report at that time, the superintendent believed that his report to the board should be based on the experience of the year. Accordingly his report has thus been deferred.

This subject received the consideration of the same group of officers at their regular meeting on May 13, when this proposed report of the superintendent was read.

The superintendent is convinced from the experience of the school year that when the supervisory officers and teachers shall have worked out an appropriate educational program for a five-hour rather than a three-and-a-half-hour school day there will be no serious educational disadvantages in the operation of a five-hour day for pupils in Grades I and II. The superintendent finds no reason for recommending any change in the five-hour day for pupils in Grades I and II.

In this report and its conclusion the school officials concur with the superintendent.

Respectfully submitted,

FRANK W. BALLOU,
Superintendent of Schools.

The superintendent asked the director of primary instruction to submit statements on this subject. They are incorporated as a part of this report and are as follows:

STATEMENT OF MISS ROSE LEES HARDY, DIRECTOR OF PRIMARY INSTRUCTION

In accordance with the order passed by the Board of Education, February 21, 1923, in September, 1923, wherever rooms were available all first and second grade classes were placed on a five-hour schedule. In September this meant 144 first and second grade classes. As new elementary-school buildings were completed during the year or when seventh and eighth grade classes were moved from the elementary schools into the new junior high-school buildings more classes were given opportunity for the longer school day. At the end of the year there were in Divisions I to IX 64 first and 63 second grade classes on full time. In Divisions X to XIII there were 29 first and 36 second grade classes. Out of 404 first and second grade classes 187 were on full time.

Objections to this program were raised by a group of teachers who sent in a protest against the five-hour day. This was given consideration by the superintendent in conference with school officials and by the Board of Education. The sincerity of these teachers was not doubted for a moment, but the wisdom of their judgment was questioned, since it was against the practice of the most progressive schools of the country and was based on personal opinion. There was but one of the objections that was not based on personal conjecture, viz, no equipment had been provided. The answer always is that no equipment will ever be provided until the demand comes out of actual needs.

I wish to pay tribute here to the way in which the teachers generally have met this shortcoming. Many of them have given generously out of their meager salaries and of their time to provide materials necessary for work. It is essential for the carrying out of a worth-while program that provision be made for adequate equipment and proper materials.

Objections were raised by parents in some localities. The objections most frequently raised by parents were—

1. Too long a day for 6-year-old children. They grow weary and return home exhausted. A fear for children's health as a result.
2. Need for more play out of doors in the sunshine.
3. Need for more freedom for bodily activity than can be gotten in classroom.
4. Interference with the afternoon rest.
5. The difficulty of getting small children home for lunch and back to school again, especially where the crossing of car lines is involved.

The right sort of program provided for children's activities would meet all of these objections except that of the interference with the afternoon nap and the getting children home and back to school at noon. These are home problems recognized by the schools, but solution of them must be made by individual homes.

The recommendation for a longer school day was based on a long-felt need in our schools. Our first and second grades on their three and one-half hour program measured up well in their attainments in reading, writing, and number work, but with tremendous waste of nervous energy and with strain on both pupils and teachers. The school could not take cognizance as it should of those values which modern progressive education demands; the giving to all pupils the individual instruction needed for right development and the studying of children's reactions in different situations in order that desirable behavior patterns be set up.

The modern school is conceived as a living organism, a developing expression of social life. Here rules are made by pupils and teachers to provide orderly living; here is developed intelligent self-control and self-direction; here is recognized the fact that children's needs and interests, not adult social patterns, are necessarily the guiding force; here are recognized the needs for training in thrift, in care of health, in clear and purposeful thinking, initiative, leadership, self-control, all in an atmosphere of happiness in successful work and play. Stewart Paten says, "If habit has been formed of associating successful achievement with effort the foundation of an education has been laid." The modern primary school does not lay less stress on the development of the time-honored three R's, but even more aiming to train effectually and efficiently in the use of these fundamental tools.

The following is a type program that has been worked out for guidance in the first grade; the second grade is similar.

First grade

9.00-9.20: Opening period for—
 Opening exercises.
 Health inspection.
 Weather observation.
 Marking calendar.
 Collection of milk money.
 Deposit of bank money.

9.20-9.45: For broadening experience through—
 Nature study.
 History.
 Literature.

9.45-9.55: Physical culture.

9.55-10.45: For reading development. Class to be divided into groups according to needs.

10.45-11.00: Recess.

11.00-11.10: For serving milk.

11.10-11.55 Development of formal subjects:
 Phonics.
 Penmanship.
 Number.
 Music—Ten minutes of this period to be devoted to music daily.

1.00-1.45: Reading period for—
 Individual reading.
 Supervised group reading.
 Social motive reading.

Phonics—A small amount of this time may be devoted to the review and application of phonics through stories, games, phonetic reading lessons according to needs of children.

1.45-2.15: Period for directed activities.

- Games on playground.
- Games in classroom.
- Rhythm.
- Free activity.
- Individual projects.
- Group projects.

2.15-2.50: Closing period for expression through—

- Art.
- Construction work.
- Dramatization.
- Appreciation of—

 - Art.
 - Literature.
 - Music.

2.50-2.55: Dismissal.

At the end of the year, so far as I have been able to get an expression of opinion from teachers working on the five-hour basis, I have found not one who does not feel it is a good thing for children.

From most of the parents with whom I have talked has come the statement that children have not suffered in health, that they are not overfatigued, and that they have been happy in school. One mother, the strongest protester with whom I came in contact, said in April, "I'll have to admit it; my boy has never been as well, has never been as happy, and has never been as easy to control. In theory, I do not believe in a longer school day for little children. With my boy it has worked marvels."

My own judgment in a city-wide survey is that this is a distinct step in advance toward the building up of better schools, not only in the primary grades but in all grades that depend for success on the foundation laid in the beginning years of school.

There are many suggestions that can be made along the line of equipment, materials, right supervision of out-of-door play, and the many things that are helpful in developing appreciation. In working out a successful program for instruction in the primary schools we can rely with faith and confidence in the intelligent cooperation of both teaching body and community working together with the school officials and Board of Education to establish primary schools second to none.

Respectfully submitted.

ROSE LESS HARDY,
Director of Primary Instruction.

STATEMENT OF MISS E. F. G. MERRITT, ASSISTANT DIRECTOR OF PRIMARY INSTRUCTION

The five-hour day rule for teachers was launched in the school system of the District of Columbia with many a jolt and jar. Teachers objected and protested strenuously, parents viewed the plan with fear and trepidation, school people shook their heads with many misgivings, while the superintendent stood firm as the Rock of Gibraltar upon the secure basis that the purpose of the five-hour rule for teachers is to improve teachers and teaching for the benefit of the child.

The Board of Education approved the full five-hour day for teachers October 20, 1920. Objections on the part of the teachers were met with slight modifications on the part of the superintendent, with the result that the five-hour day for teachers became an established practice.

The added hour and a half was employed by the teachers in coaching their backward and neglected children and in observing practical demonstrations of actual problems of their classrooms. Teachers soon saw the advantages growing out of the opportunity to work under less strenuous conditions and hailed the longer day with hearty approval.

FIVE-HOUR DAY RULE FOR PUPILS

When, on February 21, 1923, the Board of Education approved the superintendent's recommendation that, as far as available classroom space would permit, all classes in the first and second grades should be organized on a five-hour basis, the protestant and objector renewed their activities. Objec-

tions were met, however, by data secured from the leading school systems of the country showing the Washington schools far behind in the length of the day for first and second-grade children. The Board of Education enacted the rule, and the five-hour day is now the established practice of the Washington schools.

IMPROVEMENT OF TEACHERS AND TEACHING FOR THE BENEFIT OF THE CHILDREN

No change made during the present administration has done more to improve teachers and teaching than the five-hour day rule has. Teachers now clamor for the full day, because they fully appreciate that teachers who are so fortunate as to have a room for the carrying out of a five-hour daily program accomplish more than the part-time teacher. Of the 70 first-grade teachers and the 75 second-grade teachers in divisions 10 to 13, 15 first and 25 second are on full time. In every single case the work done this year by these teachers is a decided advance on what it was under the shorter day.

HOW THE 5-HOUR-DAY RULE FURTHERED THE IMPROVEMENT OF TEACHERS AND TEACHING

The longer day has enabled us to organize a system of fortnightly conferences, weekly observations, and monthly meetings for the new teachers and the teachers with special problems. The appended schedule shows the procedure for the year 1923-24. This schedule has been followed religiously and with such gratifying results that the close of the year finds us with a very large per cent of very satisfactory teachers. We find bringing a teacher face to face with her problems and cooperating with her to improve conditions bears fruit if she is stimulated to higher and higher standards.

The year has been truly a strenuous one, but I have never experienced a more successful and enjoyable one.

We thank you, Doctor Ballou, for the prospects of a brighter outlook in store for all the teachers and officers through the persistent and determined effort on your part.

Very respectfully,

E. F. G. MERRITT,
Assistant Director of Primary Instruction.

8. REORGANIZATION LEGISLATION

From year to year the superintendent has called attention to the necessity of a reorganization of the administrative and supervisory staff of the public-school system of Washington. In his annual report the superintendent has presented arguments to show the need of such changes and in the preparation of estimates has proposed estimates in accordance with a general program of reorganization. It is not appropriate to review these various steps at this time.

It is appropriate to make record for the information of the public of the official action of the Board of Education relating directly to the legislation which proposes the enlargement and reorganization of the administrative and supervisory staff.

On March 24, 1924, the committee of the whole board met for the purpose of considering the report of the joint committee of the House and Senate relating to the reorganization of the school system. This report of Senator Capper's committee is Senate Document No. 315, published February 26, 1923.

In this committee meeting the superintendent outlined in general certain proposals to be incorporated in a bill to establish in law the changes suggested in the report of Senator Capper's committee. The committee agreed on the general plan as outlined by the superintendent and referred the matter to the committee on legislation, with instructions that the committee should confer with the superintendent and work out a bill to be reported to the board.

Accordingly, on April 14, 1924, the committee on legislation of the Board of Education considered and approved the proposed bill and directed the chairman to transmit a copy to the Board of Education for the approval of the board.

At the meeting of the Board of Education held April 16, 1924, the chairman of the committee on legislation presented a draft of the bill to amend the organic act of June 20, 1906, with respect to the organization and administration of the schools. Copies of the proposed bill were ordered sent to

the members of the board for consideration at the next meeting. The next meeting of the Board of Education was held May 7, 1924. The following is an extract from the minutes of that meeting, relating to the proposed reorganization legislation:

"Mrs. Morgan reminded the board that at the preceding meeting a draft of the bill for the reorganization of the public schools had been submitted and a copy sent to the members so that in the interval they could acquaint themselves with the provisions of the new legislation and be prepared to act on same. Captain Peyser explains that on account of absence from the city he had been unable to study the draft of the bill and pleads for further time, to discuss same at some early special meeting. After discussion no agreement was reached as to an acceptable time for a special session. At this point President Lloyd stated that Senator King of the committee is fighting the supervising principals. If the proposed reorganization bill were now in the hands of the Senate committee, the committee would note the proposal to lessen the number of this type of officials and gradually merge them into assistant superintendents, which would doubtless eliminate the animus against supervising principals. In view of the value conveyed to the Senate committee by a knowledge of the board's legislative plans, Mrs. Morgan inquired whether it would not be practicable to submit the draft of the bill which the board is considering, though not yet fully agreed upon in all its details. This was agreed upon without vote. Doctor Johnson explained that certain parts, in his judgment, needed changes; but he was willing to pass the general plan up to the Senate if it did not carry a commitment of the details."

At the meeting of the Board of Education on May 21, the chairman of the committee on legislation requested the president of the board to call a special meeting of the board to consider the draft of the bill for the reorganization of the administrative and supervisory staff, submitted by the committee to the Board of Education at its meeting on April 16. Thursday evening, May 29, at 8 o'clock, was the time set for this special meeting.

Accordingly, on May 29, 1924, the members of the board met as a committee of the whole to consider the report of the committee on legislation, as presented to the board on April 16. At this meeting the details of the proposed bill were considered and with slight modifications agreed to.

At the meeting of the Board of Education on June 11, 1924, the chairman of the committee on legislation announced that the committee of the whole on May 29 had critically studied the school reorganization bill as submitted by the committee on legislation on April 14 and placed before the board on April 16. Some modifications had been made and the details of the bill agreed upon by the committee of the whole. She moved that this amended bill now have the formal approval of the board. A copy of the proposed bill as approved by the Board of Education at its meeting on June 11, is as follows:

PROPOSED REORGANIZATION BILL APPROVED BY THE COMMITTEE OF THE WHOLE ON
MAY 29, 1924, AND BY THE BOARD IN THE MEETING OF JUNE 11, 1924

A Bill To amend sections 2 and 3 of An Act entitled "An act to regulate the salaries of teachers, school officers, and other employees of the Board of Education of the District of Columbia," approved June 20, 1906.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled. That sections 2 and 3 of the act entitled "An act to regulate the salaries of teachers, school officers, and other employees of the Board of Education of the District of Columbia," approved June 20, 1906, be, and the same are hereby, amended to read as follows:

SEC. 2. THE BOARD OF EDUCATION AND ITS FUNCTIONS.—That the control of the public schools of the District of Columbia is hereby vested in a board of education to consist of nine members, all of whom shall have been for five years immediately preceding their appointment bona fide residents of the District of Columbia and three of whom shall be women. The members of the Board of Education shall be appointed by the Supreme Court judges of the District of Columbia for terms of three years each, except that the original appointments under this act shall be as follows: Three for one year, three for two years, and three for three years, and members shall be eligible for reappointment. The members shall serve wthout compensation. Vacancies for unexpired terms, caused by death, resignation, or otherwise, shall be filled by

the judges of the Supreme Court of the District of Columbia. The board shall meet for organization within thirty days after appointment. They shall appoint a secretary, who shall not be a member of the board, and they shall hold stated meetings at least once a month during the school year and such additional meetings as they may from time to time provide for. The organization meeting and all regular meetings shall be open to the public, but nothing herein provided shall prevent the Board of Education from holding such conferences as in its judgment may be deemed necessary.

No appointment, promotion, transfer, or dismissal of any director, supervising principal, principal, head of department, teacher, or any other subordinate to the superintendent of schools shall be made by the Board of Education, except upon the written recommendation of the superintendent of schools.

The board shall determine all questions of general policy relating to the schools, shall appoint the executive officers hereinafter provided for, define their duties, and direct expenditures.

The board shall appoint all teachers in the manner hereinafter prescribed and all other employees provided for in this act.

The board shall annually, at such time and in such form as may be required by law, transmit to the Director of the Bureau of the Budget an estimate in detail of the amount of money required for the operation of an efficient school system in the District of Columbia for the ensuing year.

The purchasing officer of the District of Columbia shall also be the purchasing officer for the Board of Education.

The auditor of the District of Columbia shall also be the auditor for the Board of Education. The expenditure of funds appropriated for the public school system shall be made under the direction and control of the Board of Education.

The disbursing officer of the District of Columbia shall also be the disbursing officer for the Board of Education. The method of disbursement of moneys appropriated for the payment of salaries of employees of the public school system shall be defined by the Board of Education.

Land for school sites and school playgrounds shall be purchased by the Commissioners of the District of Columbia on recommendation of the Board of Education. The Commissioners of the District of Columbia shall be charged with the construction of all school buildings, alterations, repairs, and improvements, after consultation with and approval by the Board of Education, of the plans and specifications therefor.

SEC. 3. THE SUPERINTENDENT OF SCHOOLS AND THE ADMINISTRATIVE STAFF.—That the Board of Education shall appoint one superintendent for all the public schools in the District of Columbia, who shall hold said office for a term of three years and who shall have the direction of and supervision in all matters pertaining to the instruction in all the schools under the Board of Education. He shall have a seat in the board and the right to speak on all matters before the board, but not the right to vote.

The board shall have power to remove the superintendent at any time for adequate cause affecting his character and efficiency as superintendent.

The board, upon the written recommendation of the superintendent of schools, shall also appoint one white first assistant superintendent for the white schools and one colored first assistant superintendent for the colored schools.

The white first assistant superintendent in charge of white schools shall be the superintendent's chief deputy in that division of the school system. Under the direction of the superintendent of schools, he shall have general direction and supervision over teachers, classes, and schools for white pupils. In the absence of the superintendent of schools, the first assistant superintendent for white schools shall be his deputy in respect to all matters not specifically delegated by act of Congress to the first assistant superintendent for colored schools. He shall perform such other duties as may be prescribed by the superintendent of schools.

The colored first assistant superintendent in charge of colored schools shall be the superintendent's chief deputy in that division of the school system. Under the direction of the superintendent of schools, he shall have sole charge of all employees, classes, and schools in which colored children are taught. He shall perform such other duties as may be prescribed by the superintendent of schools.

The board, upon the written recommendation of the superintendent of schools, shall also appoint a business manager, who shall rank in salary as

an assistant superintendent and who shall have charge, under the direction of the superintendent of all matters pertaining to the business management of the school system.

The board, upon the written recommendation of the superintendent of schools, shall appoint two directors of educational research in the school system, one white and one colored, who shall rank in salary as assistant superintendents, and who shall, under the direction of the superintendent, carry on a continuous scientific study of their respective divisions of the school system in the interest of financial economy and of efficiency of instruction.

The board of education shall abolish the positions of director of intermediate instruction and director of primary instruction in the white schools and shall reduce the number of supervising principalships in the white schools from nine to five as the services of the present incumbents are terminated by death, retirement, resignation, or promotion; and in lieu of each two positions thus abolished the board shall, on the written recommendation of the superintendent of schools, appoint assistant superintendents of schools, as follows:

(a) One assistant superintendent for kindergarten and elementary education in Grades I, II, III, and IV.

(b) One assistant superintendent for elementary and junior high-school education in Grades V, VI, VII, VIII, and IX.

(c) One assistant superintendent for educational extensions and supplementary educational activities.

Each of the above assistant superintendents shall perform such other duties as the superintendent of schools may direct.

The Board of Education shall reduce the number of supervising principalships in the colored schools from four to two as the services of the present incumbents are terminated by death, retirement, resignation, or promotion, and in lieu of the two positions thus abolished the board shall, on written recommendation of the colored first assistant superintendent in charge of colored schools, approved by the superintendent of schools, appoint a colored assistant superintendent of schools.

The colored assistant superintendent of schools shall, under the direction of the colored first assistant superintendent in charge of the colored schools, have general supervision over kindergarten and elementary education and shall be designated by the superintendent of schools as chief examiner for the board of examiners for the colored schools. He shall perform such other duties as may be prescribed by the superintendent of schools.

The Board of Education shall abolish the positions of director of domestic science and the director of domestic art in the white schools as the services of the present incumbents are terminated by death, retirement, resignation, or promotion, and in lieu thereof shall, on written recommendation of the superintendent of schools, appoint one director of home economics for the white schools.

The Board of Education shall abolish the positions of assistant director of domestic science and the assistant director of domestic art in the colored schools as the services of the present incumbents are terminated by death, retirement, resignation, or promotion, and in lieu thereof shall, on written recommendation of the superintendent of schools, appoint one director of home economics for the colored schools.

Nothing in the amendments herein made to sections 2 and 3 shall be construed as legislating out of office any person now in the service, except as specifically stated, or as requiring that any person now in service shall be required to be reappointed by reason of the operation of this act.

9. TRANSFER OF THE AMERICANIZATION SCHOOLS

The important work of the Americanization schools has been housed in a portion of the Columbia Junior High School Building. Owing to the increased enrollment of the Columbia Junior High School and the growth of the Americanization work, the Columbia Junior High School Building was no longer adequate to house both of these institutions. As a result of the opening of the new addition to the Thomson School and the vacating of the Webster School Building by a large part of its school pupils, it became possible to utilize the Webster Building for other school purposes.

Accordingly the work of the Americanization schools heretofore conducted in the Columbia Junior High School Building was transferred to the Webster School by order of the board on June 4, 1924. The summer sessions of the

Americanization schools will be conducted at the Webster Building, and the work of these schools hereafter will be centered in this building. Happily, the absence of playground facilities and the congested business area surrounding the Webster School Building will not interfere with the program of Americanization work to the same extent that those conditions militated against the further general use of this building as an elementary school. Moreover, the Americanization school will find larger accommodations and will be located more nearly in the center of the foreign population which it aims to serve.

10. REPORT OF COMMITTEE ON MUZZEY'S HISTORY

In common with boards of education in other cities, the Board of Education was requested to give consideration to the character of the history textbooks used in the public schools. Muzzey's American History, which had been long on the authorized lists of texts in Washington, was challenged as to its patriotism, fairness, of presentation of facts, arrangement of topics, and its treatment of controversial subjects.

Toward the close of the last school year a committee was appointed, consisting of Mr. Callahan, as chairman, and Mrs. Hodgkins and Mrs. Cook, to investigate and report to the board on the charges made against this text. The committee held a hearing on April 25, 1923, at which time the critics of Muzzey's History appeared and presented arguments against its continued use in the schools. Teachers who have used the history in the Washington schools, professors in local universities who are acquainted with the text, and the author himself defended the book and answered the objections of the critics.

When Mr. Callahan was elected to the presidency of the Board of Education, he withdrew from the chairmanship of this committee and was succeeded by Mr. Ernest Greenwood.

Mr. Greenwood, chairman of the committee, prepared an extensive report analyzing the arguments presented and submitting the following findings and recommendations:

"Your committee finds that the criticism of this book falls in three general classes. The first, and by far the most important, is the accusation that the intent of the author has been disloyal, both un-American and anti-American, and essentially pro-British, and that the phraseology of the book clearly demonstrates this intent. The second class is more elusive and deals with the book as a textbook, criticizing its arrangement, the order of importance given the various topics discussed and claims it fails entirely of the purpose for which it was intended. The third class advances the theory that controversial subjects, party politics, or partisan questions should not be included in an advanced history of the economic, social, and political development of a country.

* * * * *

"After a careful examination of the facts set forth in the body of this report and in the appendices, your committee feels justified in presenting to you certain definite conclusions. We do not find that the intent of the author has been disloyal, un-American, anti-American, or pro-British. Neither do we find that the phraseology of the book demonstrates or even indicates in the slightest degree any such intent. We find that the arrangement and the order of importance given the various topics discussed is excellent when considered in conjunction with the purpose of the book. We find that the purpose of the author is to give emphasis to those factors in our national development which appeal to us as most vital from the standpoint of to-day and to explain prevailing conditions and institutions by showing how they have come about. Our examination of the courses of study in history which have preceded it has caused us to reach the conclusion that students in the senior year of the Washington high schools are fully prepared for a history of the political, economic, social, and industrial development of the United States without the necessity of a repetition of all the details of military history. We find that the textbook accomplishes this purpose and are doubtful if any other textbook could be found which would be an improvement. In our opinion, discussion of controversial subjects, party politics, or partisan questions can not be eliminated from such a history if it is to fulfill its purpose in an adequate manner.

"We therefore recommend that the August, 1923, edition of Muzzey's American History be approved and continued as a textbook for students in the senior year of the high schools of the District of Columbia."

The recommendations of the committee were unanimously approved by the Board of Education.

11. SUPERVISION OF SUBJECTS IN JUNIOR HIGH SCHOOLS

On October 18, 1923, the superintendent made assignments for the supervision of the subjects in the junior high schools to officers in the elementary and high schools. The special subjects were assigned to the directors and assistant directors, the academic subjects to the heads of departments, as shown in the following schedule:

DIVISIONS I TO IX

Domestic art.....	Director of domestic art.
Domestic science.....	Director of domestic science.
Drawing.....	Director of drawing.
(Drawing associated with manual arts for boys supervised by supervisor of manual training.)	
Manual arts for boys.....	Supervisor of manual training.
Music.....	Director of music.
Penmanship.....	Director of penmanship.
Physical training.....	Director of physical training.
(This assignment made with the proviso that it may be supervised by high-school officials at a later date.)	
Commercial subjects.....	Head of department of business practice.
English.....	Head of department of English.
History.....	Head of department of history.
Latin.....	Head of department of classical languages.
Mathematics.....	Head of department of mathematics.
Modern languages.....	Head of department of modern languages.

DIVISIONS X TO XIII

Domestic art.....	Assistant director of domestic art.
Domestic science.....	Assistant director of domestic science.
Drawing.....	Assistant director of drawing.
Manual arts for boys, and drawing associated with manual arts:	
Grade VII and VIII.....	Assistant supervisor of manual training.
Grade IX.....	Head of department of applied science.
Music.....	Assistant director of music.
Penmanship.....	Assistant director of penmanship.
Physical training.....	Assistant director of physical training.
(This assignment made with the proviso that it may at a later date be supervised by high-school officials.)	
Commercial subjects.....	Head of department of business practice.
English and history.....	Head of department of English and history.
Latin and modern languages.....	Head of department of languages.
Mathematics.....	Head of department of mathematics.
General science.....	Head of department of science.

The annual reports of these school officers gave emphasis to the junior high-school side of the work during the past school year.

12. CHANGES IN RULE 43-L

Rule 43-L covers maternity leave for married women in the employment of the Board of Education, and was as follows:

"As soon as any member of the teaching or supervising staff who is a married woman shall become aware of her pregnancy, she shall notify the superintendent of schools and forthwith apply for and accept leave of absence for two years: failure to do either shall be deemed neglect of duty and an act of insubordination. Such leave of absence when granted by reason of pregnancy may be terminated by the Board of Education upon application by the employee approved by the superintendent of schools. Such employee at the expiration or termination of her leave of absence shall be appointed to the first vacancy in any position for which she may be qualified."

From time to time the superintendent called the attention of the board to the violation of this rule on the part of employees.

During October and November, 1923, the Board of Education gave consideration at several meetings to the need of a better policy in carrying out the provisions of rule 43-L, or the possible revision of the rule itself. A report

prepared by the superintendent for presentation to the board at its meeting of November 21, 1923, was referred to a special committee of the board.

The committee reported on December 5, submitting a proposed revision of the application form to be used in requesting leave under the provisions of rule 43-L and a suggested revision of the rule. The board acted on the report of the committee on December 19, as follows:

1. That the application form for maternity leave shall read as follows:

APPLICATION FOR MATERNITY LEAVE

School _____ Grade _____ Home address _____ Date _____, 192

To the Board of Education:

In accordance with the provisions of rule 43-L, I hereby apply for leave. Approximate date of expected confinement _____, 192

Teacher.

2. That at the earliest possible opportunity a woman physician be appointed to the board of medical inspection.

3. That rule 43-L be amended to read as follows:

"Any married woman employed by the Board of Education who shall become pregnant and shall have advanced to the fourth month of pregnancy shall request leave of absence and shall be placed upon leave without salary until the child shall have reached the age of 9 months. Such leave of absence when granted by reason of pregnancy may be terminated by the Board of Education upon application by the employee approved by the superintendent of schools. Such employee shall be appointed to the first vacancy in any position for which she may be qualified occurring after the expiration or terminaiton of her leave of absence, provided that application for reinstatement be made within a period of two years dating from the application of leave."

4. That any teacher now on leave under the provisions of rule 43-L shall be eligible for reinstatement when her child shall have reached the age of 9 months.

5. The superintendent is instructed to notify all teachers that the board intends to enforce rule 43-L, and that all violations will be dealt with under rule 70, providing for suspension and dismissal for such violation.

On January 3, 1924, the superintendent of schools issued a circular to rating officials in which he informed them of the action of the Board of Education taken on December 19. This circular included the following instructions to the rating officials:

"Each rating official will call the above action of the Board of Eeducation to the attention of every employee, on probationary or permanent tenure, whose name appears on the pay roll certified by the said rating official. Said rating officials will secure the signature of every woman indicating that said person has received the above information, said signatures to be secured by schools or departments, and returned to the superintendent's office.

"Furthermore, the superintendent directs that each rating official shall hereafter assume responsibility for calling the above rule to the attention of every woman hereafter appointed or reinstated, forwarding signatures of such persons to the superintendent's office. This request of rating officials is made to the end that women employed by the Board of Education shall be fully informed as to the provisions of the rules and the policy of the Board of Education relating to leaves of absences for maternity purposes."

13. THE DENNY CASE

On February 20, 1923, Justice A. A. Hoehling of the Supreme Court of the District of Columbia, in the case of *Louise F. Denny v. The Board of Education*, rendered a decision in favor of the Board of Education.⁴

The judgment of the supreme court has since been reversed by the Court of Appeals of the District of Columbia, Associate Justice Josiah A. Van Orsdel sitting.

It was a "suit in mandamus, and the case involved the asserted right of relator to appointment as a probationary teacher" in the high schools of the District of Columbia, divisions 10 to 13.

Miss Otelia Cromwell, then a teacher in class 6, Group B, Armstrong Technical High School, was granted leave of absence of four months for educa-

⁴ See Report of the Board of Education, 1922-23, p. 13.

tional purposes, on September 28, 1921. At that time Miss Denny stood fourth on the list of eligibles. On October 1, 1921, the Board of Education appointed Miss Denny to the position of temporary teacher to fill the vacancy created by the limited leave of absence granted Miss Cromwell. Extensions of leave were granted Miss Cromwell as follows: February 4 to April 21, 1922, and April 22 to June 30, 1922.

On May 21, 1922, Miss Louise Denny became number one on the list of eligibles for appointment to teach English and applied for appointment as probationary teacher to fill the vacancy created by the leave of absence granted Miss Otelia Cromwell.

The application for probationary appointment was denied, and the suit for mandamus followed this denial.

Miss Denny contended that the Board of Education granted leave of absence to Miss Otelia Cromwell under the provisions of rule 43 (d) and (f), and that she was therefore entitled to a probationary appointment on and after May 21, 1922, when she became No. 1 on the list of eligibles for appointment. The Board of Education contended that said leave was granted under the provisions of rule 43 (j), which required that vacancies created by leaves of absence for educational purposes should be filled by temporary, as distinguished from probationary, appointments.

Said the Supreme Court of the District of Columbia: "Without restatement of the facts in the case, it will probably suffice to say that, in the opinion of the court, the relator has failed to establish a right to the relief claimed herein, whether viewed from the standpoint of strictly legal principles or from the standpoint of equitable principles. In fact, the equities of the case, viewed in the light of the facts, are against the right now claimed by relator."

But the court of appeals held that—

"The status of defendant at the date of the filing of her petition must control in the determination of her rights.

"The case turns, we think, upon the single question of whether or not the leave of absence granted Otelia Cromwell created a vacancy which, under the rules of the Board of Education must be filled by promotion of a teacher from class 6, Group A, to class 6, Group B, and, further, if the holder of the first place on the eligibility list has the clear legal right to such an appointment.

"The evidence established that Otelia Cromwell verbally submitted a plan of education which she wished to pursue in Yale University to the assistant superintendent of colored schools. She filed no pledge with the superintendent of schools, as required by law, obligating her to return after the leave of absence expired and teach in the public schools of the District for at least two years."

It was the opinion of the court of appeals "that, if the rules of the board are to be given the force of law, that a teacher obtaining a leave of absence to pursue a post-graduate course of training must comply strictly with the letter of the rule in order to retain her position in competition against others who would otherwise be entitled to the position vacated." The judgment of the lower court was accordingly reversed.

Complying with the decision of the court of appeals, the Board of Education appointed Miss Louise F. Denny on February 20, 1924, teacher of English at the Armstrong Technical High School, to take effect May 21, 1922.

GARNET C. WILKINSON,
Assistant Superintendent of Schools.

14. SAFEGUARDING PUPILS USING SCHOOL MANUAL TRAINING MACHINERY

The matter of accidents occurring in manual training schools, where instruction is given in connection with machinery, was presented by the superintendent to the Board of Education on December 19, 1923. A minor accident with injury to a finger was due to a pupil's disregard of instructions. The superintendent presented the situation for determination whether the advice of the commissioners should not be sought on the inspection of machinery in the schools by District experts and the views of the corporation counsel obtained as to the necessary legal safeguards to be provided against possible damage suits in cases of injury to pupils.

The commissioners made response to the board's request for advice from an expert of the District government in regard to protection of pupils using the machinery in the technical high schools, by suggesting that the instruction of pupils using machinery should be undertaken by the school officials who are

in charge of these mechanical plants. Should occasion arise for the advice of the corporation counsel, District of Columbia, due to an accident, that official's advice will be available. On inquiry of the superintendent the board agreed that this attitude of the commissioners did not debar a request for advice from the engineer commissioner should the need arise.

The superintendent, on January 18, 1924, requested the commissioners to designate an officer to cooperate with the school officials in the inspection of the manual training machinery, with a view to determining what safeguards should be installed, if any. The commissioners designated the master mechanic of the city refuse division to undertake this service.

The work of inspection was carried on and a report submitted on March 25, 1924, by the master mechanic of the city refuse division. On March 31 the board of apportionment notified the principals of the schools concerned of the repairs needed, in accordance with the recommendations of the report of March 25, and authorized them to proceed with the purchase of the necessary safeguards.

15. THE TWO-SPORT RULE

The executive committee of the Alumni "C" Club of the Central High School forwarded to the Board of Education at its meeting of January 2, 1924, a communication urging the adoption of a "two-sport rule" in high-school athletics. The board approved the principle of the two-sport rule and directed that this expression of opinion be referred to the high-school principals with a view to its general adoption at the opening of the next year.

At the meeting of the board on February 20 a report was received from the board of high-school principals with reference to the proposed adoption of a two-sport rule. After reviewing the merits and the objections to such a rule, the report concluded with the statement that the high-school principals do not feel there is any pressing need for any change in the present arrangement. The opinion was referred to the committee on athletics and playgrounds.

The committee on athletics and playgrounds reported on the proposed rule at the meeting of March 19. The chairman commented on the variance between the views of the high-school principals and the suggestions of the "C" Club, and suggested these divergent views be made the subject of a conference with the representative from the "C" Club and the board of high-school principals. The Board of Education approved this suggestion.

At the meeting of the board on May 7, the following report was received and approved from the committee on athletics and playgrounds:

"A meeting of the committee on athletics and playgrounds was held May 6, 1924, all members present; also the president of the Board of Education.

"A motion was made and carried that the said committee recommend that the Board of Education reaffirm the adoption of the resolution passed on January 2, 1924, recommending the two-sport rule; and further, that the two-sport rule be put into operation at the opening of the next school year."

The original communication from the Alumni "C" Club described the two-sport rule as follows:

"The rule is, in brief, that no student may take part in more than two major sports in any one scholastic year. The major sports are usually taken to be football, basket ball, baseball, and track."

16. CHANGE IN BASIS FOR WITHHOLDING LONGEVITY PAY

On July 1, 1924, the superintendent called the attention of the Board of Education to the practice followed since September 15, 1920, of considering the efficiency of teachers with respect to withholding longevity pay.⁵ With higher compensation for teachers under the new salary law, and with better trained teachers available, a higher degree of efficiency can be expected than was required under the policy of the past four years. The superintendent thereupon recommended and the board approved the following orders:

"1. That for the school year ending June 30, 1925, the efficiency rating as defined in the appropriation law shall be determined upon the basis of the rating of the last school year, together with the rating of the two years of service immediately preceding.

"2. That after July 1, 1925, the rating received at the end of each school year will be the basis for judging the efficiency of any employee."

⁵ See Report of Board of Education, 1920-21, p. 18.

17. THE CASE OF MISS M. F. QUANDER

Miss M. F. Quander, formerly a teacher in the eleventh division of the public schools, filed against the Board of Education during the school year 1923-24 mandamus proceedings to test the interpretation and meaning placed by the Board of Education upon rule 20. The mandamus grew out of the fact that Miss M. F. Quander failed to be promoted to the Randall Junior High School as a result of the merging of existing lists of eligibles for promotion to junior high schools.

Miss M. F. Quander, along with three other teachers of divisions 10 to 13, qualified for promotion to the junior high schools on March 15, 1923. Upon this list of March 15, 1923, Miss Quander ranked No. 2 to teach English and mathematics. On September 15, 1923, the eligible list of March 15, 1923, was merged with the list of eligibles resulting from a subsequent examination and reported to the Board of Education. Upon this merged list of eligibles for junior high schools Miss M. F. Quander ranked No. 4 to teach English and mathematics.

Promotions were made to the junior high schools in September, 1923, from this merged list of eligibles, but Miss Quander's name was not reached.

Miss Quander's contention was that the Board of Education should have proceeded to make their appointments in September, 1923, from the list of eligibles for junior high schools established on March 15, 1923: that such procedure on the part of the Board of Education would have resulted in her promotion to the junior high school in September, 1923; and that, as a matter of fact, the Board of Education under its own rules had no right to merge eligible lists.

Rule 20 of the Board of Education, whose interpretation by the court was sought in the mandamus proceeding, reads in part as follows:

"The names of such persons shall constitute an eligible list from which appointments shall be made in the order of their rank as vacancies occur in the position for which the candidates have respectively qualified. Any name placed upon the eligible list shall remain thereon without further examination for the period of two years."

The corporation counsel of the District of Columbia reporting to the Board of Education under date of June 4, 1924, the ruling of the Supreme Court of the District of Columbia in the case of *U. S. ex rel. Quander v. James T. Lloyd, et al.*, comments as follows:

"In the recent case of *U. S. ex rel. Quander v. James T. Lloyd, et al.*, which was a mandamus proceeding and turned upon the interpretation and meaning of rule 20, of the Board of Education, the Supreme Court of the District of Columbia, Mr. Justice Siddons sitting, handed down a decision on May 23, 1924, holding that there was no authority under any of the rules of the Board of Education as promulgated for the merging of the lists of results of examinations given to teachers seeking promotion, for the reasons that no mention of the merger is made in the rule as published by the board, and that on the contrary the rule expressly states that any name placed upon the eligible list shall remain thereon without further examination for two years and also because the court of appeals in the Denney case, wherein this same rule was incidentally involved, said that it was not impressed with the merger theory."

The merger was the sole question at issue in this case, and the court decided that the Board of Education had not the authority, under its rules, to merge eligible lists.

However, the corporation counsel suggested that "The situation is one that can readily be met by a simple change in the reading of rule 20, by adding to the first sentence in paragraph 4, in the rule as printed, a proviso as follows:

"Provided, however, that any name placed upon said eligible list may be displaced at any time by merging any existing list of eligibles with lists of names of those candidates successfully taking any subsequent examination and obtaining a higher mark or average than any one or all of the persons whose names already appear on the list, so that the names on said list shall at all times be arranged in order of averages obtained as a result of examinations and without regard to the date of said examinations."

Following the receipt of this suggestion from the corporation counsel, the Board of Education referred the suggestion to the rules committee of the Board of Education which committee will undoubtedly recommend the modification of rule 20 as suggested by the corporation counsel.

II. NEW SALARY SCHEDULE FOR TEACHERS AND SCHOOL OFFICIALS

The teachers' salary bill passed the Sixty-eighth Congress and was approved by the President June 4, 1924. It provides a new salary schedule for teachers, school officials, school librarians, attendance officers, employees in the community-center department, and in the department of school attendance and work permits. It provides salary schedules for certain new positions which are necessitated by the growth, extension, and reorganization of the school system, such as principals of junior high schools, administrative or free principals for elementary schools, assistant principals in the high schools, general secretaries and community secretaries in community-center department, a director for school attendance and census inspectors for taking the school census, a chief examiner for the board of examiners, and an additional assistant superintendent for the colored schools, who shall be chief examiner for the board of examiners for the colored schools, and the position of first assistant superintendent of schools, one for the white schools and one for the colored schools, who shall be the deputies of the superintendent of schools in their respective divisions of the school system.

It carries important legislative provisions relating to the organization and administration of the schools, such as the enlarged and reorganized boards of examiners, authorizing the appointment of temporary teachers, creating the position of annual substitute teachers, and authorizing the Board of Education to conduct a community-center department, a department of school attendance and work permits, night schools, vacation schools, Americanization schools, thereby legalizing these activities in the schools and removing these appropriations from being subject to points of order in the House of Representatives.

The salary schedules and the legislative provisions of this act place it among the most important legislation relating to the schools of Washington that has ever passed Congress. It will take its place along with the organic act itself passed in 1906. The importance of this legislation makes it desirable to discuss it somewhat in detail.

The law fixing a salary schedule does more than fix the compensation of school employees; it also establishes a plan of organization and administration of the school system. While the salary schedule fixes the pay for positions in the school system, those positions are conceived and created in accordance with a general policy according to which the school system shall be organized and operated.

CHANGES IN ACT OF 1906

Up to June 30, 1924, the pay of teachers and officers and the organization of the school system were determined by the provisions of the organic act of 1906, together with amendments to that act contained in annual appropriations bills. The importance of the passage of the salary bill of 1924 will be illustrated by the new positions which were necessitated and created since 1906 and the increases in salary made in the annual appropriation bills.

NEW POSITIONS CREATED

The school system is a developing organization. The school system in Washington is regularly increasing in size, thereby necessitating an expansion of the supervisory and administrative staff. School systems are also increasing in complexity, due to an increase in the variety of educational undertakings. It is a long step from the traditional "little red schoolhouse" with one teacher to the complex school system of to-day wherein the activities are as varied as the interests, capacities, and future careers of the children who are preparing to become citizens in a social organization which is likewise increasing in complexity.

The organization of the school system as provided in the organic act of 1906 was satisfactory to meet the conditions of that day. Since that time, however, many changes have been necessitated, due to the effort of the Board of Education to enlarge and expand the organization of the school system in accordance with public demands. An enumeration of the changes in the expansion of the school system will indicate how inadequate the organic act of 1906 was in its provisions to meet modern administrative requirements. These changes were made in appropriations bills and hence represent annual rather than permanent arrangements in legislation.

July 1, 1911

Principals of grade manual-training schools authorized.

July 1, 1916

Assistant director of penmanship authorized at a basic salary of \$1,300, with longevity increments at the rate of \$50 per annum for five years to a maximum of \$1,500.

Assistant principals of high schools authorized at a minimum salary of \$1,800, with longevity increments at the rate of \$100 per annum for five years to a maximum of \$2,300.

Director of penmanship authorized at a minimum salary of \$1,500, with longevity increments at the rate of \$100 per year for five years to a maximum of \$2,000.

July 1, 1920

Principal of junior high school authorized at a minimum salary of \$2,700, with longevity increments of \$100 per year for five years to a maximum of \$3,200.

In addition to these legislative provisions, developments and extensions of the school system had taken place between 1906 and 1924, which were permissible under existing legislation but which were not definitely recognized in law, such as administrative principals of elementary schools, teachers in junior high schools, and employees of the community-center department.

INCREASE IN COMPENSATION

The salary schedule established in the organic act of 1906 provided a salary schedule which, while thought to be adequate at the time, was found to be wholly inadequate in recent years to secure and maintain a thoroughly trained and competent teaching staff. The changes in salary which were necessitated by educational and financial conditions between 1906 and 1924 are as follows:

July 1, 1912

Special teachers in the normal and high schools assigned on July 1, 1906, to classes 4 and 5, reassigned to class 6.

July 1, 1913

Salary of superintendent of schools increased from \$5,000 to \$6,000.

July 1, 1914

Longevity increments of directors of domestic art, domestic science, and kindergartens increased from \$50 to \$100 per annum and the maximum salaries of these positions increased from \$1,750 to \$2,000.

Salary of director of primary instruction increased to minimum of \$2,200 with longevity at the rate of \$100 for five years to a maximum of \$2,700.

July 1, 1916

Salary of assistant superintendent for white schools increased to \$3,500.

Principal of the Central High School authorized at a salary of \$3,000 per annum.

Salaries of principals of normal and senior high school increased to \$2,500 per annum.

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It carries important legislative provisions relating to the organization and administration of the schools, such as the enlarged and reorganized boards of examiners, authorizing the appointment of temporary teachers, creating the position of annual substitute teachers, and authorizing the Board of Education to conduct a community-center department, a department of school attendance and work permits, night schools, vacation schools, Americanization schools, thereby legalizing these activities in the schools and removing these appropriations from being subject to points of order in the House of Representatives.

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The law fixing a salary schedule does more than fix the compensation of school employees; it also establishes a plan of organization and administration of the school system. While the salary schedule fixes the pay for positions in the school system, those positions are conceived and created in accordance with a general policy according to which the school system shall be organized and operated.

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The organization of the school system as provided in the organic act of 1906 was satisfactory to meet the conditions of that day. Since that time, however, many changes have been necessitated, due to the effort of the Board of Education to enlarge and expand the organization of the school system in accordance with public demands. An enumeration of the changes in the expansion of the school system will indicate how inadequate the organic act of 1906 was in its provisions to meet modern administrative requirements. These changes were made in appropriations bills and hence represent annual rather than permanent arrangements in legislation.

July 1, 1911

Principals of grade manual-training schools authorized.

July 1, 1916

Assistant director of penmanship authorized at a basic salary of \$1,300, with longevity increments at the rate of \$50 per annum for five years to a maximum of \$1,500.

Assistant principals of high schools authorized at a minimum salary of \$1,800, with longevity increments at the rate of \$100 per annum for five years to a maximum of \$2,300.

Director of penmanship authorized at a minimum salary of \$1,500, with longevity increments at the rate of \$100 per year for five years to a maximum of \$2,000.

July 1, 1920

Principal of junior high school authorized at a minimum salary of \$2,700, with longevity increments of \$100 per year for five years to a maximum of \$3,200.

In addition to these legislative provisions, developments and extensions of the school system had taken place between 1906 and 1924, which were permissible under existing legislation but which were not definitely recognized in law, such as administrative principals of elementary schools, teachers in junior high schools, and employees of the community-center department.

INCREASE IN COMPENSATION

The salary schedule established in the organic act of 1906 provided a salary schedule which, while thought to be adequate at the time, was found to be wholly inadequate in recent years to secure and maintain a thoroughly trained and competent teaching staff. The changes in salary which were necessitated by educational and financial conditions between 1906 and 1924 are as follows:

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Salary of director of primary instruction increased to minimum of \$2,200 with longevity at the rate of \$100 for five years to a maximum of \$2,700.

July 1, 1916

Salary of assistant superintendent for white schools increased to \$3,500.

Principal of the Central High School authorized at a salary of \$3,000 per annum.

Salaries of principals of normal and senior high school increased to \$2,500 per annum.

July 1, 1917

Bonus of 10 per cent for persons receiving less than \$1,200 per annum and of 5 per cent for persons receiving from \$1,200 to \$1,800 per annum authorized.

July 1, 1918

Bonus of \$120 for persons receiving salaries of \$2,500 and less authorized.

Teachers of class 1 promoted from a minimum salary of \$500 to a minimum salary of \$750 and from a maximum salary of \$600 to a maximum salary of \$850.

Teachers of class 2 promoted from a minimum salary of \$500 to a minimum salary of \$750 and from a maximum salary of \$600 to a maximum salary of \$850.

Teachers of class 3 promoted from a minimum salary of \$650 to a minimum salary of \$750 and from a maximum salary of \$900 to a maximum salary of \$1,000.

July 1, 1919

Bonus of \$240 to employees receiving salaries of \$2,500 or less authorized.

Principals of grade manual-training schools promoted from a minimum salary of \$1,000 to a minimum salary of \$1,060 and from a maximum salary of \$1,800 to a maximum salary of \$1,860.

Principal of Central High School promoted from a salary of \$3,000 per annum to a minimum salary of \$3,000 with longevity increments at the rate of \$100 per annum for five years to a maximum salary of \$3,500.

Teachers of class 1 promoted from a minimum salary of \$750 to a minimum salary of \$860 and from a maximum salary of \$850 to a maximum salary of \$960.

Teachers of class 2 promoted from a minimum salary of \$750 to a minimum salary of \$860 and from a maximum salary of \$850 to a maximum salary of \$960.

Teachers of class 3 promoted from a minimum salary of \$750 to a minimum salary of \$860 and from a maximum salary of \$1,000 to a maximum salary of \$1,100.

Teachers of class 4 promoted from a minimum salary of \$800 to a minimum salary of \$900 and from a maximum salary of \$1,100 to a maximum salary of \$1,200.

Teachers of class 5 promoted from a minimum salary of \$950 to a minimum salary of \$1,000 and from a maximum salary of \$1,350 to a maximum salary of \$1,450.

Teachers of class 6-A promoted from a minimum salary of \$1,000 to a minimum salary of \$1,060 and from a maximum salary of \$1,800 to a maximum salary of \$1,860.

July 1, 1920

Bonus of \$240 to employees receiving salaries of \$2,500 or less authorized.

Assistant directors of domestic art, domestic science, drawing, kindergartens, music, penmanship, and physical culture promoted from a minimum salary of \$1,300 to a minimum salary of \$1,800 and from a maximum salary of \$1,550 to a maximum salary of \$2,050.

Assistant director of primary instruction promoted from a minimum salary of \$1,440 to a minimum salary of \$1,800 and from a maximum salary of \$1,650 to a maximum salary of \$2,050.

Assistant principals of high schools promoted from a minimum salary of \$1,800 to a minimum salary of \$2,400 and from a maximum salary of \$2,300 to a maximum salary of \$2,900.

Assistant superintendent for colored schools promoted from \$3,000 to \$3,750.

Assistant superintendent for white schools promoted from \$3,500 to \$3,750.

Assistant supervisor of manual training promoted from a minimum salary of \$1,300 to a minimum salary of \$1,800 and from a maximum salary of \$1,500 to a maximum salary of \$2,050.

Directors of domestic art, domestic science, drawing, kindergartens, music, penmanship, and physical culture promoted from a minimum salary of \$1,500 to a minimum salary of \$2,000 and from a maximum salary of \$2,000 to a maximum salary of \$2,500.

Directors of intermediate instruction and primary instruction promoted from a minimum salary of \$2,200 to a minimum salary of \$2,400 and from a maximum salary of \$2,700 to a maximum salary of \$2,900.

Heads of departments promoted from a minimum salary of \$1,900 to a minimum salary of \$2,200 and from a maximum salary of \$2,200 to a maximum salary of \$2,500.

Principal of Central High School promoted from a minimum salary of \$3,000 to a minimum salary of \$3,500 and from a maximum salary of \$3,500 to a maximum salary of \$4,000.

Principal of grade manual-training schools promoted from a minimum salary of \$1,060 to a minimum salary of \$1,440 and from a maximum salary of \$1,860 to a maximum salary of \$2,240.

Principals of normal schools and senior high schools promoted from a salary of \$2,500 per annum to a minimum salary of \$2,700 per annum, with longevity increments of \$100 for five years to a maximum of \$3,200.

Supervising principals promoted from a minimum salary of \$2,200 to a minimum salary of \$2,400 and from a maximum salary of \$2,700 to a maximum salary of \$2,900.

Supervisor of manual training promoted from a minimum salary of \$2,200 to a minimum salary of \$2,400 and from a maximum salary of \$2,700 to a maximum salary of \$2,900.

Teachers of class 1 promoted from a minimum salary of \$860 to a minimum salary of \$1,200 and from a maximum salary of \$960 to a maximum salary of \$1,300.

Teachers of class 2 promoted from a minimum salary of \$860 to a minimum salary of \$1,200 and from a maximum salary of \$960 to a maximum salary of \$1,300.

Teachers of class 3 promoted from a minimum salary of \$860 to a minimum salary of \$1,200 and from a maximum salary of \$1,110 to a maximum salary of \$1,450.

Teachers of class 4 promoted from a minimum salary of \$900 to a minimum salary of \$1,200 and from a maximum salary of \$1,200 to a maximum salary of \$1,500.

Teachers of class 5 promoted from a minimum salary of \$1,000 to a minimum salary of \$1,200 and from a maximum salary of \$1,400 to a maximum salary of \$1,600.

Teachers of class 6, Group A, promoted from a minimum salary of \$1,060 to a minimum salary of \$1,440 and from a maximum salary of \$1,860 to a maximum salary of \$2,240.

Teachers of class 6, Group B, promoted from a minimum salary of \$1,900 to a minimum salary of \$2,200 and from a maximum salary of \$2,200 to a maximum salary of \$2,500.

A careful examination of the above salary changes will show that educational employees received varying increases in compensation. In general, teachers received larger increases than officers. Moreover, certain officers, as, for example, the supervising principals, received an increase in salary of only approximately 10 per cent up to 1924, as compared with increases of 140 per cent in the case of certain teachers.

UNSUCCESSFUL ATTEMPTS AT SALARY LEGISLATION

While the above increases in compensation were thoroughly appreciated by a group of deserving public employees, nevertheless those salary increases were never considered as entirely satisfactory from the standpoint either of the amount of the increase or of its distribution among the various groups of employees. Having failed to secure properly adjusted salaries in the appropriations acts from year to year, it becomes clearly apparent that specific legislation must be secured fixing the salaries of educational employees of the District of Columbia. Accordingly steps were taken to prepare such legislation.

A bill providing a new salary schedule was prepared for introduction into Congress in 1919-20. Conditions made it appear impossible to secure the enactment of such legislation at that time. By common consent the salaries proposed in the appropriations bill for 1920-21 were adjusted in lieu of the proposed legislation.

The next attempt to secure a new salary schedule was made with the Congressional Joint Committee on Reclassification of Salaries. A group of teachers and officers worked with the members of the reclassification committee in

undertaking to make suitable provision for the educational employees of the public schools of the District of Columbia in the report of the Reclassification Commission. As a result one section of that report is devoted to a classification of the educational employees of the public-school system, with the definitions of duties, qualifications, lines of promotion, and suggested compensation for each position.

When the report of the Congressional Joint Committee on Reclassification of Salaries was published teachers and officers made a careful study of the provisions made for them. After careful investigation the school people concerned became convinced that the provisions made for teachers and officers by the committee were disappointing and not likely to provide a satisfactory salary schedule. Accordingly the teachers' council, consisting of representatives of all employees of the Board of Education, invited the Board of Education to meet with the council to discuss the situation presented by the Reclassification Commission report. After a thoroughgoing discussion of the matter the nearly 50 delegates to the teachers' council, with one exception, voted unanimously against accepting the provisions of the report as they related to the employees of the Board of Education.

The superintendent was instructed to convey this information to the appropriate committees of Congress. As a result the legislation which was introduced into Congress and became law as a result of the Reclassification Commission report specifically excluded teachers and officers from its provisions and included only the janitorial staff, medical-inspection staff, and the clerical staff of the Board of Education.

The first important step in the preparation of specific legislation on salaries, which ultimately culminated in successful legislation, was taken in April, 1921, when the teachers' council, at the suggestion of the superintendent of schools, voted to appoint a committee on salary legislation. This committee prepared a suggestive salary schedule.

The provisions of the proposed salary schedule were reported to the teachers' council at its meeting on June 20, 1921.

For the purpose of making the record complete, I quote from the annual report of 1921-22 the following account of the preparation and introduction into Congress of the first teachers' salary bill, known as the "Capper bill":

"The general principles according to which the salary schedule was being prepared were discussed by the members of the Board of Education in conference on November 9, 1921, and informally agreed to.

"The schedule as prepared by the committee of the teachers' council was considered in a joint meeting of the Board of Education and the teachers' council on December 13, 1921, and thoroughly discussed.

"The superintendent explained the schedule at length and in detail at the opening of the meeting. Analysis was also made of the legislative provisions of the bill, especially as they relate to the reorganization of the school system.

"Following the presentation by the superintendent each section and item was discussed and formally approved by vote of the council. Each section was approved as presented, with the two following exceptions: (a) The proposed salary of \$3,000 to \$3,500 for junior high-school principals was increased by vote of the council, 27 to 7, to \$3,500 to \$4,000. This increase was later accepted by the Board of Education. (b) Mr. Wilkinson made a motion to amend section 6 of the bill to read: 'Substitutes are authorized at a salary equal to the basic salary of class 2, Group A, or class 3, Group A, in which service is to be performed and qualifications are possessed.' Section 6 was adopted as amended.

"Following the approval of the salary schedule and the accompanying reorganization legislation the legislation necessary to put the schedule into effect was written. The bill in its completed form was considered by the members of the Board of Education in conferences on January 18 and February 3 and formally approved by the board at its regular meeting on February 9. The superintendent was instructed to have it introduced in both branches of Congress. Also, on the suggestion of the superintendent, the board designated a steering or legislative committee to take charge of the legislation, consisting of two members of the Board of Education, the superintendent and two assistant superintendents, and the president and secretary of the teachers' council.

"The bill was introduced into the Senate on February 10 by Senator Capper, chairman of the subcommittee on schools of the Senate District Committee. It was introduced into the House on February 11, by Congressman Focht, chairman of the District Committee of the House.

"The Senate District Committee held a hearing on the bill on April 3, when by arrangement of the steering committee Mr. Lloyd took charge of the presentation of the case. Mr. Lloyd spoke briefly and introduced the superintendent of schools, who spoke at some length explaining the details of the bill. By invitation Dr. W. S. Deffenbaugh, of the Bureau of Education, presented evidence regarding salaries in other cities and showed that the salaries in Washington are comparatively low. Mr. S. E. Kramer, Mr. Allan Davis, Mr. Henry H. Glassie, Mr. Paul E. Lesh, Mr. George C. Smith, Mr. William McK. Clayton, and Miss Grace Janney also spoke briefly.

"The Senate District Committee reported favorably on the bill in a written report to the Senate on May 5, 1922.

"The District Committee of the House scheduled a hearing on April 19, 1922. When the committee assembled it appeared that there was no opposition to the bill and the committee voted unanimously to report the bill favorably without further argument than had already been presented in the records of the Senate committee. The bill was reported favorably to the House on May 11."

On December 5, 1922, the bill passed the Senate. Hope was entertained that the bill would be enacted into law by the House of Representatives before adjournment on March 4, 1923.

The House Committee on the District of Columbia gave consideration to the bill as it passed the Senate. The committee adopted certain amendments to the bill which had been suggested to the committee and reported the bill as amended to the House of Representatives. In spite of every effort that could be made in support of this legislation over a period of two years, and especially in the closing months of February and March, 1923, of that session of Congress, the bill was not acted upon by the House of Representatives.

THE SUCCESSFUL LEGISLATION

The salary bill, which has finally become law, was prepared with great care. As before, every effort was made to secure the cooperation and suggestions in the preparation of the bill, and finally the approval of all concerned when the bill was completed. The methods of procedure are worthy of permanent record in this annual report.

PREPARATION OF THE NEW BILL

At its meeting of October 22, 1923, the Board of Education instructed the superintendent to prepare the draft of a bill along the lines of the Capper bill and submit it to the board for consideration and discussion. Accordingly the superintendent presented a partial report to the members of the Board of Education in conference on October 31. At a meeting, on November 5, the bill was given further consideration by the board and agreements were reached on all parts of the salary schedule and consideration was given to some of the legislative provisions of the bill. On November 12 a hearing was granted to the teachers' joint legislative committee, when seven speakers were heard in defense of proposals which they had previously submitted to the board with respect to salaries and legislative provisions of the bill. On November 17 the Board of Education gave final consideration to the completion of the teachers' salary bill and arranged for the presentation of the bill to the teachers' council on the evening of November 21, and to groups of teachers on the afternoon and evening of November 22.

In accordance with its program, the members of the Board of Education met with the teachers' council on the evening of November 21, at which time the detailed provisions of the teachers' salary bill were discussed.

The following is a schedule of the meetings on November 22, arranged for the purpose of distributing to the teachers copies of the proposed salary bill, and for the discussion with the teachers of the provisions of the bill by members of the Board of Education and the school officials:

Divisions I to IX

Thursday, 4 p. m., Central High School auditorium. All normal, high, and junior high school teachers and librarians. Mr. D. J. Callahan and Mrs. R. B. Morgan were present.

Thursday, 4 p. m., Wilson Normal School auditorium. All teachers of Grades V to VIII, teaching principals, teachers of special subjects and vocational subjects, and all teachers not assigned to other conferences. Mr. J. T. Lloyd and Mrs. H. L. Hodgkins were present.

Thursday, 8 p. m., Wilson Normal School auditorium. All kindergarten teachers and teachers in Grades I to IV. Mr. D. J. Callahan and Mrs. R. B. Morgan were present.

Thursday, 8 p. m., Franklin School board room. All administrative and supervisory officials and attendance officers. Mr. E. C. Graham and the superintendent were present.

Divisions X to XIII

Thursday, 4 p. m., normal, junior, and senior high school teachers. Dunbar High School library. Mrs. Coralie F. Cook was present.

Thursday, 4 p. m., officers, Divisions X to XIII. Shaw Junior High School library. Dr. J. Hayden Johnson was present.

Thursday, 8 p. m., kindergartners and teachers of Grades I to IV. Dunbar High School auditorium. Mr. W. L. Houston and Mrs. Coralie F. Cook were present.

Thursday, 8 p. m., Grades V to VIII (including principals), vocational-school teachers, librarians, attendance officers, and teachers of special subjects. Shaw Junior High School assembly hall. Dr. J. Hayden Johnson was present.

Following the aforementioned conferences, 28 communications were received by the board from representatives of the teaching and supervisory staff suggesting changes in the bill. As a result of the consideration of these communications on November 28 and December 1 the Board of Education made 18 modifications in the proposed bill.

At a special meeting of the Board of Education held on December 10, 1923, the final draft of the teachers' salary bill was approved, as amended, and it was agreed that the bill should be transmitted to the commissioners, with the request that it be transmitted to the Bureau of the Budget for the approval of that bureau in accordance with the law.

The bill was in the hands of the commissioners and the Bureau of the Budget for approximately one month. During that time the District auditor, as the Budget officer of the District of Columbia, and a representative of the Bureau of the Budget were reviewing the details of the bill. On January 15 a conference was held between the Board of Education, the District Commissioners, and the Bureau of the Budget on the provisions of the bill. In that conference a representative of the Bureau of the Budget indicated the salary schedule to which the Bureau of the Budget would agree, and the proposed bill was rewritten in accordance with the salaries proposed by the Bureau of the Budget.

THE BILL IN CONGRESS

Having secured the approval of the Bureau of the Budget on the salary bill as amended, the commissioners requested the District Committees of the House and Senate to introduce the bill into Congress. Accordingly, the bill was introduced into the House by Chairman Reed of the District of Columbia Committee on February 2, 1924, and into the Senate by Senator Capper on February 7.

Following the introduction into Congress of the bill approved by the Bureau of the Budget, comparison was immediately made by those interested in salary legislation, between the provisions of the bill as originally prepared by the Board of Education and the corresponding provisions in the bill as approved by the Bureau of the Budget. Much disappointment prevailed because the public was generally and thoroughly committed to the provisions of the bill as prepared by the Board of Education. It became immediately apparent that the public preferred the bill prepared by the Board of Education. Accordingly Congressman Oscar E. Keller, a member of the Committee on the District of Columbia of the House of Representatives, introduced into the House on February 7 the bill as originally prepared by the Board of Education. On February 29 Senator Capper likewise introduced into the Senate the Board of Education bill.

On March 1 hearings were held by the House Committee on the Reed and Keller bills. On March 14 Mr. Florian Lampert, chairman of the Subcommittee

on the District of Columbia, reported favorably to the House on the Keller bill. The bill passed the House of Representatives on March 31, with the following amendments:

Page 7, line 1,⁶ "for white schools," following "board of examiners," omitted.

Page 7, lines 11 to 13, salary of first assistant superintendents, changed from—

"A basic salary of \$4,500 per year, with an annual increase in salary of \$100 for five years, or until a maximum salary of \$5,000 per year is reached."

to—

"A basic salary of \$5,000 per year, with an annual increase in salary of \$200 for five years, or until a maximum salary of \$6,000 per year is reached."

Page 7, lines 15 to 17, salary of superintendent of schools, changed from—

"A basic salary of \$8,000 per year, with an annual increase in salary of \$1,000 for two years, or until a maximum salary of \$10,000 per year is reached."

10—

"The superintendent of schools shall receive a salary of \$7,500 per annum."

Page 7, after line 17, new paragraph:

"The school officers provided for in Article II of this act shall receive compensation at the basic salary fixed herein and not receive credit for services prior to the passage of this act."

Page 16, after line 2, new paragraph:

"*And provided further*, That nothing in this or any other section of this bill will authorize service rendered prior to July 1, 1924, to be credited to any employees other than teachers, and all accredited service shall be confined to service rendered in and to the schools of the District of Columbia."

Page 20, line 16:

"On the recommendation of the superintendent" changed to "in consultation with the superintendent."

Page 21, lines 1 to 9, following paragraph omitted:

"Provided, That the amounts specifically appropriated in the appropriation act for the fiscal year ending June 30, 1925, for salaries of teachers, school officers, and other employees whose salaries are fixed in the foregoing schedule, when not in conformity with the rates established by this act, are hereby reduced and increased to pay the said employees in accordance with the rates herein established during the fiscal year ending June 30, 1925, and for said purpose shall constitute one fund."

The bill having passed the House, the Senate Committee on the District of Columbia conducted informal hearings on the bill on April 7. The same committee gave further consideration to this legislation at an informal hearing on May 5. On May 12 Senator Capper, chairman of the subcommittee of the Committee on the District of Columbia, reported favorably on the bill as it passed the House, with certain amendments. The Senate committee restored to the bill the provisions originally made by the Board of Education with respect to the following items:

Page 7, lines 15 and 16, salary of superintendent of schools, changed from—

"The superintendent of schools shall receive a salary of \$7,500 per annum."

to—

"A basic salary of \$8,000 per year, with an annual increase in salary of \$1,000 for two years or until a maximum salary of \$10,000 per year is reached."

Page 7, line 18, after the word "act," the words "during the first year of service" were added.

Page 16, lines 3 to 8, following paragraph omitted:

"*And provided further*, That nothing in this or any other section of this bill will authorize service rendered prior to July 1, 1924, to be credited to any employee other than teachers, and all accredited service shall be confined to service rendered in and to the schools of the District of Columbia."

⁶ References are to page and line of Keller bill.

The bill passed the Senate on May 22. The amendments made in the Senate were reported to the House of Representatives on May 27 and were approved by the House without reference to a conference. The President signed the bill on June 4, 1924.

THE NEW SALARY SCHEDULE OF JULY 1, 1924

The significance of the salaries established in the new salary law will be best understood in the light of the old schedule of 1906 with subsequent amendments.

OLD SCHEDULE OF 1923-24

The following tabulation shows the compensation of educational employees of the District of Columbia during the school year 1923-24:

Positions	Minimum salary	Annual increments		Maximum salary	With \$240 bonus	
		Number	Amount		Minimum	Maximum
Kindergartners, class 1	\$1,200	4	\$25	\$1,300	\$1,440	\$1,540
Elementary-school teachers:						
Class 2	1,200	4	25	1,300	1,440	1,540
Class 3	1,200	10	25	1,450	1,440	1,690
Class 4	1,200	10	30	1,500	1,440	1,740
Class 5	1,200	10	40	1,600	1,440	1,840
Normal and senior high-school teachers:						
Group A	1,440	8	100	2,240	1,680	2,480
Group B	2,200	3	100	2,500	2,440	2,740
High-school assistant principals	2,400	5	100	2,900		
Principals, senior high and normal	2,700	5	100	3,200		
Central High principal	3,500	5	100	4,000		
Assistant directors	1,800	5	50	2,050	2,040	2,290
Directors	2,000	5	100	2,500	2,240	2,740
Director of primary instruction	2,400	5	100	2,900		
Supervising principals, director intermediate instruction, supervisor manual training	2,400	5	100	2,900		
Assistant superintendents	3,750			3,750		
Superintendent	6,000			6,000		

NEW SCHEDULE OF JULY 1, 1924

The following tabulation shows the compensation of educational employees of the District of Columbia under the provisions of the new salary act, effective July 1, 1924:

Positions	Minimum salary	Annual increments		Maximum salary
		Number	Amount	
Teachers in kindergartens and elementary schools:				
Group A	\$1,400	8	\$100	\$2,200
Group B	2,300	3	100	2,600
Teachers in junior high schools:				
Elementary-school qualifications—				
Group A	1,600	8	100	2,400
Group B	2,500	3	100	2,600
High-school qualifications—				
Group C	1,800	10	100	2,800
Group D	2,900	3	100	3,200
Teachers in normal and senior high schools:				
Group A	1,800	10	100	2,800
Group B	2,900	3	100	3,200
School librarians:				
Group A	1,400	8	100	2,200
Group B	2,300	3	100	2,600
Teaching principals, 4 to 7 rooms	2,300	3	100	2,600
Teaching principals, 8 to 15 rooms	2,500	3	100	2,800
Administrative principals, 16 rooms or more, and principals of vocational and Americanization schools	2,900	3	100	3,200
Junior high-school principals	3,500	5	100	4,000
Senior high and normal school principals	4,000	5	100	4,500
Directors	3,200	3	100	3,500

Positions	Minimum Salary	Annual increments		Maximum salary
		Number	Amount	
Heads of departments and assistant principals of high schools	\$3,200	5	100	\$3,700
Supervising principals	4,000	5	100	4,500
Community-center department:				
Director	3,200	3	100	3,500
General secretaries	1,400	8	100	2,200
Community secretaries	1,400	3	100	1,700
Department of school attendance and work permits:				
Director	3,200	3	100	3,500
Chief attendance officers	2,100	4	100	2,500
Attendance officers	1,400	6	100	2,000
Census inspectors	1,400	6	100	2,000
Board of examiners, chief examiner	4,000	5	100	4,500
Assistant superintendents	4,200	5	100	4,700
First assistant superintendents	5,000	5	200	6,000
Superintendent of schools	8,000	2	1,000	10,000

WHERE NEW SALARY SCHEDULE PLACES WASHINGTON

The significance of the increase in compensation provided in the new salary schedule will be apparent from the following tabulation, which shows the ranking of Washington under the salary schedule heretofore existing as compared with the new schedule.

The following ranking of Washington is based upon a comparison of the salaries in Washington with the salaries of corresponding teachers and officers in the cities of the country having a population of over 100,000 people. The first column gives the rank of Washington under the salary schedule for 1923-24, the second column the rank of Washington under the new schedule, and the third column the number of cities with which Washington has been compared.

Position	Rank under old sched- ule	Rank under new sched- ule	Num- ber of cities com- pared	Position	Rank under old sched- ule	Rank under new sched- ule	Num- ber of cities com- pared
<i>Teaching</i>							
Elementary-school teachers:				Teaching—Continued			
Minimum	14	8	66	Senior high school principals—Continued.			
Maximum	65	9	66	Maximum—			
High school (lower group):				Central	36	21	53
Minimum	37	5	64	Others	48		
Maximum	37	14	48	Administration and supervision			
High school (upper group):				Directors:			
Minimum	12	3	13	Minimum	17	6	22
Maximum	16	4	18	Maximum	34	25	36
High school (combined groups):				Heads of departments:			
Minimum	37	5	64	Minimum	18	5	28
Maximum	40	14	66	Maximum	24	5	28
Elementary-school principals: ¹				Assistant superintendents:			
Minimum	52	11	56	Minimum	31	30	39
Maximum	56	28	61	Maximum	35	27	39
Junior high school principals:				First assistant superintendents:			
Minimum	20	7	24	Minimum	19	39	39
Maximum	19	9	24	Maximum	7	7	39
Senior high school principals:				Superintendents:			
Minimum	34	24	53	Minimum	39	20	58
Central				Maximum	39	9	58
Others	48						

¹ Taking \$2,300 as minimum in Washington and \$3,200 as maximum.

² Approximately.

From the above tabulation it is obvious that while the new schedule is a marked improvement over the old schedule the new salaries do not place Washington unduly high among the cities of corresponding size throughout the country. It is also to be noted that the salaries established for teachers are higher than the salaries for administrative and supervisory officers in comparison with corresponding salaries in other cities.

SIGNIFICANT CHANGES IN SALARY PROVISIONS

Some significant changes with respect to salary provisions are worthy of special comment.

Kindergartners placed with elementary-school teachers

In the schedule of 1906 kindergartners were put in Class 1, with a lower salary than teachers of the first grade. In the new schedule kindergartners are placed in the same schedule as elementary-school teachers. The justification for this lies in the fact that kindergartners are required to possess the same qualification for teaching and to teach the same length of day as other teachers in the elementary schools.

Uniform annual increase of \$100

In the old schedule elementary-school teachers received an annual increase in salary of \$25, \$30, and \$40, and high-school teachers received an annual increase of \$100. The new schedule provides a uniform annual increase of \$100 for each teacher whose work is satisfactory. This annual increase is automatic within the A or B schedule.

Fixed salary established for elementary-school principals

Under the old schedule principals of elementary schools were teaching principals and were paid a teacher's salary, plus \$30 per year for each session room supervised, as compensation for being principal. Under the new schedule a fixed salary is established for elementary-school principals, based upon the number of classrooms in the building. The compensation of principals is no longer contingent upon a shifting enrollment and is conceived of in terms of administrative and supervisory service rather than as teaching with a limited amount of supervisory work. Principals of buildings with 16 rooms or more may be entirely free from teaching.

Higher salaries provided for superior teachers

In the old schedule teachers in the high school were divided into two groups, Group A and Group B. The higher Group B salaries were provided for those teachers whose superior teaching, advanced study, and higher professional equipment justified for them higher compensation than all high-school teachers received. In the new schedule this principle has been made general, and the schedule of salaries for all teachers is divided into Group A and Group B.

Overlapping of elementary and high school schedules

Many cities have adopted a uniform salary schedule for all teachers, based upon amount and character of preparation rather than upon whether the teacher teaches in elementary or high schools. This new method of determining salary schedules is at the present time largely experimental. Undoubtedly it has much in its favor, because teaching in the primary school is just as important to the community as teaching in the high school. Moreover, it may be successfully argued that it may be quite as difficult work. Differences in salary between elementary and high school teachers in the past have largely been based upon the higher requirements demanded of high-school teachers.

At the present time a large number of elementary-school teachers possess college degrees. Under the old schedule such teachers must be promoted to the high schools to receive the compensation received by high-school teachers possessing the same scholastic and professional preparation. This has resulted in promoting some of the superior elementary-school teachers into high school.

While this may be to the advantage of the high school it is correspondingly to the disadvantage of the elementary school.

Systematic efforts were made in the new salary schedule to meet to some extent this situation. In the new schedule the minimum salary of a Group A teacher in the high schools is \$1,800 and the maximum salary is \$2,800. The minimum salary of an elementary-school teacher is \$1,400 and the maximum salary for Group A is \$2,200. Correspondingly the Group B salaries for elementary and high school teachers are \$400 higher than the maximum salaries of Group A. It will be observed, therefore, that an elementary-school teacher who advances into Group B of the elementary schedule may advance to nearly as high a salary as the maximum salary of high-school teachers in Group A. This overlapping of the elementary and high school schedules will tend to decrease the amount of transfers from the elementary to the high school for purely financial reasons.

IMPORTANT LEGISLATIVE PROVISIONS OF THE NEW LAW

In addition to fixing higher salaries for teachers and officers, the new salary law contains some important legislative provisions.

It abolishes the original classification of elementary-school teachers into five salary classes and groups all elementary-school teachers into one salary group.

It continues tenure for officers and teachers by providing that each shall receive an annual increase of salary within his salary class or position without action of the Board of Education.

It provides that the first year of service of every educational employee shall be a probationary year. In the case of unsatisfactory service, the period of service of the employee is terminated by the action of the Board of Education. In the case of satisfactory service, positive action on the part of the Board of Education, making the services of the employee permanent, places that person on tenure.

It provides that promotions shall be made from Group A to Group B in any class on the basis of such evidence of superior teaching and increased professional attainments as the Board of Education may prescribe.

It provides that all teachers entering the service in Washington may receive credit for previous experience in schools of like kind. Elementary-school teachers may receive credit for four years of previous experience in being placed in the elementary schedule in Washington, and high-school teachers may receive placement for five years of previous experience.

It provides for two first assistant superintendents, one for the white schools and one for the colored schools, who shall be the deputies of the superintendent in the organization and administration of the two divisions of the school system.

It provides for an increase in the number and organization of the boards of examiners for teachers. The former boards of examiners consisted of the superintendent and two heads of departments. The new law provides for not less than four nor more than seven members, who may be selected from among any of the educational employees. In addition, provision is made for a chief examiner who shall devote all his time to the board of examiners for the white schools. Corresponding provision is made whereby an assistant superintendent for the colored schools shall be chief examiner for the board of examiners for colored schools.

It authorizes the Board of Education to employ annual substitute teachers at the minimum salary of the salary classes in which they serve.

It authorizes the Board of Education to appoint temporary teachers for limited periods of three months throughout the school year, when such appointment is necessary, that is, when there are no names of qualified persons on the eligible lists established by the board of examiners.

It authorizes the Board of Education to conduct as a part of the public school system a community-center department, a department of school attendance and work permits, night schools, vacation schools, Americanization schools, and other activities under and within appropriations made by Congress. The significance of this provision lies in the fact that while these activities are already carried on in the school system they have not heretofore been authorized by law but only in the appropriations acts, through the annual appropriations established therein.

III. NEW SALARY SCHEDULE FOR JANITORS, CLERKS, MEDICAL INSPECTORS, AND NURSES

To the Superintendent of Schools

SIR: I have the honor to submit herewith, as you requested, a statement on the reclassification legislation affecting certain school employees.

Respectfully,

R. O. WILMARTH,
Chief Accountant.

RECLASSIFICATION LEGISLATION AFFECTING SCHOOL EMPLOYEES

With the next fiscal year the full meaning of the reclassification legislation will be brought home to many employees of the public-school system. A majority of these employees will obtain increased salaries—some small, to be sure, others of considerable size—while a few will receive reductions in salary. Reclassification, over which there has existed widely varying differences of opinion, will be placed in effect. The various commissions and boards handling this matter, notwithstanding the differences of opinion, have been proceeding with their duties and the result will be seen in the pay rolls for the coming year.

The salaries of administrative and supervisory officers, teachers, librarians, and employees of the community-center department and the department of school attendance and work permits are readjusted by special legislation in the act approved June 4, 1924, while the readjustment of the salaries of the employees in the four remaining services of the public-school system—clerical, hygiene, and sanitation, care of buildings and grounds, and care of equipment—are provided for under the reclassification legislation.

THE JOINT COMMISSION ON THE RECLASSIFICATION OF SALARIES

On March 1, 1919, the President of the United States approved the legislative, executive, and judicial appropriations act for 1919-20, which carried legislative authorization for the first step in the reclassification of salaries. This act created the Joint Commission on the Reclassification of Salaries, which consisted of three Senators and three Representatives, and which was authorized to investigate the rates of compensation paid to employees and to report to Congress what reclassification and readjustment of compensation should be made so as to provide uniform and equitable pay for the employees.

This commission immediately entered upon the discharge of its duties and proceeded to take an inventory of positions; to analyze, compare, and group the positions and define the resulting classes; to compile statistics concerning the compensation paid to the respective groups of employees; to collect data concerning compensation paid elsewhere; and to maintain such records as would keep the inventory of positions current.

On March 12, 1920, this commission transmitted its report to Congress. It found that the Government was without a modern classification of positions to serve as a basis of just standardization; that the Government lacked a comprehensive and consistent employment policy, which had resulted in inequalities and incongruities, with resultant injustice, dissatisfaction, inefficiency, and waste; that the compensation for positions involving like duties and responsibilities and calling for the same qualifications showed wide variations and marked inequalities; and that there was a serious discontent accompanied by an excessive turnover and loss among the best trained and most efficient employees. It recommended that a permanent classification of positions with schedule of compensations be adopted; that the permanent administration of this classification of positions be delegated to an independent agency of the Government; that Congress require that estimates, appropriations, and pay-

ments for personal services be made under this classification of positions; that a comprehensive and uniform employment policy, to include the selection, development, and retention of an efficient personnel be provided; and that the pay of employees be regulated on the basis of efficiency and length of service.

This commission submitted a tentative classification of positions with schedules of compensations covering approximately 44 services and 1,700 classes of positions. It predicted that the adoption and enforcement of such a classification of positions would provide a sound and working basis for arriving at the proper rates of compensation, and that the appropriations for personal services made thereunder would have an equitable relationship between the different classes of employment and would be fair to the employee and to the taxpayer.

THE EXECUTIVE ORDER

On October 24, 1921, the President of the United States issued an Executive order requiring the classification and promotion of employees according to the character of work performed and directing the United States Bureau of Efficiency to prescribe a classification and uniform system of efficiency ratings. As directed by this order a classification schedule and efficiency rating regulations were issued by the United States Bureau of Efficiency. This classification schedule covered 18 salary grades and approximately 200 classes of positions.

PROPOSED LEGISLATION

Immediately following the submission of the report of the Joint Commission on Reclassification of Salaries, a number of bills to carry into effect the recommendations of this commission were introduced in Congress. Other bills to carry into effect the classification proposed by the United States Bureau of Efficiency were also introduced after the issuance of the Executive order of October 24, 1921. Two factions—one advocating the classification proposed by the Joint Commission on Reclassification of Salaries, and the other that proposed by the United States Bureau of Efficiency—developed, but both of these factions worked with the idea of securing uniform justice in the relation between the compensation the employee receives and the value of his work, and the incentive to effort that comes with a knowledge of an assured reward for successful accomplishment—advance in pay for increased usefulness in the same class of work and higher compensation upon promotion to a higher grade of work, coupled with the assurance that the Government aims to be a model employer and to pay each employee in proportion to the value of the work required of him.

THE RECLASSIFICATION LEGISLATION

The entire problem of reclassification was considered by the congressional committees of both the House of Representatives and the Senate with the result that the reclassification legislation was finally enacted and became permanent legislation on March 4, 1923, when the President of the United States formally approved the statute which had been passed by the House of Representatives and the Senate.

The reclassification legislation as finally enacted represents neither the classification proposed by the Joint Commission on the Reclassification of Salaries nor that proposed by the United States Bureau of Efficiency. It is a compromise between the two systems which marks the inauguration of a reform in the handling of the personnel of the entire Government, as well as of the public-school system. Simply stated this reclassification legislation provides that employees doing work requiring the same education, experience, knowledge and ability are placed in the same grade in whatever department or independent establishment of the Government they chance to be employed. This is manifestly a just principle. The reform which has been initiated is putting the departments and independent establishments of the Government on the road to a permanent cure of the inequality of employment which has existed in the past and which resulted in the departments paying the higher salaries for the same grade of work becoming more efficient and the others less, while the innocent personnel suffered the injustice of the inequality.

No doubt the morale of the employees will be better and the inefficiency of every department and independent establishment will be placed on the same

footing of advantage as a result of this legislation. The Congress and the administration generally are to be congratulated on the inauguration of a reform in the handling of the employment problem.

THE PERSONNEL CLASSIFICATION BOARD

The classification act of 1923 constitutes as the permanent agency for its enforcement of Personnel Classification Board consisting of the Director of the Bureau of the Budget, a member of the Civil Service Commission, and the Chief of the United States Bureau of Efficiency, or their alternates. In this board, whose decision is final in the classification of employees, is vested full authority for the administration of the law and for the promulgation of regulations for its procedure.

This act provides 5 service and 44 grade allocations, with a schedule of compensation for each grade. While the qualifications, duties, and responsibilities of each service and grade are generally stated in the act, the Personnel Classification Board is authorized to prescribe the particular qualifications, duties, and responsibilities of individual positions, and to make necessary adjustments in compensation for positions carrying maintenance and for positions requiring only part-time service.

The Personnel Classification Board is also authorized to allocate positions to appropriate grades; to review and revise such allocations to fix the compensation of each employee; and to prescribe uniform systems of efficiency ratings.

METHODS OF RECLASSIFICATION

The first step in the reclassification of public-school employees was taken in 1919 when the Joint Commission on Reclassification of Salaries required each employee to prepare and submit a classification questionnaire. The individual employee was given an opportunity to describe his position and its qualifications. The bureau or division chief was given an opportunity to note his exceptions to the description prepared by the employee, who was privileged to review the notations of his chief and to record his exceptions thereto. The completed classification questionnaire became the basis for reclassification.

The Personnel Classification Board when organized required each department and independent establishment of the Government to submit a detailed report describing each position and its qualifications.

The reports for the public-school system were consolidated and tentative ratings under the classification act of 1923 were prepared and submitted to the administrative officers of the public-school system for criticism and revision. The final conclusions reached after these conferences were submitted to the Board of Education, were approved, and transmitted to the Commissioners of the District of Columbia.

The individual reports and recommendations for the public-school employees were then consolidated with similar reports and recommendations from all branches of the District government and reviewed and equalized by a committee on classification appointed by the commissioners of the District of Columbia. After this review and equalization these reports and recommendations were transmitted to the Personnel Classification Board with a complete record, showing in each case the recommendation of the Board of Education and the modification, if any, suggested by the Commissioners of the District of Columbia.

The Personnel Classification Board, through agents, conducted an inspection of the work of the public-school employees and certified a tentative allocation of service and grade classification. The individual reports were then consolidated with similar reports from all the departments and independent establishments of the Government and reviewed and equalized by the Personnel Classification Board. After this review and equalization the final allocation of public-school employees to service and grade classifications was certified by the Personnel Classification Board.

By this method of review and equalization, which covered a period of 16 months, it was believed that substantial justice would be done to each employee, but it will always be true that in the introduction of any reform or new principle it will take time to smooth out the exceptions and adjust the injustices as the principle is applied to practice. The Personnel Classification Board could

make mistakes of judgment in doing its work. Some mistakes were made by the employees themselves or their superiors, who misdescribed the duties which were being performed or who did not fully or adequately set forth their importance or the skill and ability required to perform them. When such mistakes are discovered the right to appeal and a rehearing is open. There should be no excuse finally for an employee being rated in a grade where he does not belong. The work of adjusting every employee into his proper place is one of extraordinary complexities and difficulties, and it will require time to get every detail properly adjusted and the full organization justly coordinated.

EFFECT OF RECLASSIFICATION

The effect of the classification act of 1923 on the salaries of the employees of the public-school system, with comparisons of salaries paid from 1906 to 1924, is shown by the following tabulations:

Clerical service

Positions	Salary range					
	1906-1917	1917-18	1918-19	1919-20	1920-1924	Under reclassification
Assistant storekeeper.....	\$500-\$800	\$880	\$920	\$1,040	\$1,040	\$1,140-\$1,500
Chief accountant.....	1,000	1,690	1,720	2,240	2,240	3,000-3,600
Clerks:						
Assistant pay roll.....					1,200-1,500	1,500-1,860
Assistant personnel.....					1,200-1,500	1,140-1,500
Assistant requisition.....			840-1,140	960-1,260	1,240	1,140-1,500
Audit and bookkeeper.....	1,000	1,100	1,120	1,840	1,840	1,860-2,400
In charge of child labor law office.....	900	1,020	1,020	1,140	1,240	1,500-1,860
In charge of pay rolls.....	500-900	924	1,120	1,240	1,440	1,680-2,040
In charge of personnel.....					1,200-1,500	1,500-1,860
In charge of requisitions.....		550-965	840-1,140	960-1,260	1,200-1,500	1,500-1,860
Information.....	500-900	550-965	840-1,140	960-1,260	1,200-1,500	1,140-1,500
Junior.....	500-900	550-965	840-1,140	960-1,260	1,200-1,500	1,320-1,680
Record and research.....	500-900	550-965	840-1,140	960-1,260	1,200-1,500	1,140-1,680
Senior.....		550-965	840-1,140	960-1,260	1,200-1,500	1,500-1,860
To board of examiners.....	500-900	550-965	840-1,140	960-1,260	1,440	1,500-1,860
Messenger.....	720	792	840	960	960	900-1,260
Secretaries:						
To assistant superintendents.....	500-900	550-965	840-1,140	960-1,260	1,200-1,500	1,500-1,860
To board of education.....	2,000	2,100	2,120	2,240	2,240	3,000-3,600
To superintendent of schools.....		840	1,100	1,320	1,440	1,860-2,400
Stenographers:						
Junior.....	500-900	550-965	840-1,140	960-1,260	1,200-1,500	1,320-1,680
Senior.....	500-900	550-965	840-1,140	960-1,260	1,440-1,640	1,500-1,860
Statistician.....	1,400	1,520	1,520	1,640	1,740	1,680-2,040
Storekeeper.....	1,000-1,200	1,260	1,320	1,440	1,440	1,500-1,860

Hygiene and sanitation

Positions	Salary range					
	1906-1914	1914-1916	1916-17	1917-18	1918-19	1919-1924
Chief medical and sanitary inspector.....			\$2,500	\$2,500	\$2,620	\$2,740
Dental hygienists.....					1,020	1,140
Dental inspectors.....	\$500	\$500	500	550	620	740
Dental operators.....					820	940
Medical inspectors.....	500	500	500	550	620	740
Nurses.....		900	900	990	1,020	1,140

¹ Part-time employees.

Care of Buildings and Grounds

Position	Salary range					
	1906-1909	1909-1911	1911-1913	1913-1915	1915-16	1916-17
Assistant engineers.....	\$600	\$600-\$1,000	\$720	\$720	\$720	\$900-\$1,000
Assistant janitors.....			720	720	720	720-900
Coalpassers.....						540
Electricians.....						1,000
Engineers.....	1,000-1,200	1,000-1,200	1,000-1,200	1,000-1,500	1,000-1,500	1,000-1,500
Firemen.....					420	600
Gardeners.....						840
Janitors:						
Elementary schools—						
Furnace-heated buildings—						
15 or more rooms.....	1,000	1,000	720	720	720	1,000
13 and 14 rooms.....	800	800	700	700	700	840
9 to 12 rooms.....	700	700	600	600	600	720
7 and 8 rooms.....	600	600	300-540	300-540	300-540	480-600
4 to 6 rooms.....	420	420	150	150	150	150
1 to 3 rooms.....	120	120	120	120	120	120
Steam-heated buildings—						
13 or more rooms.....	1,400	1,400	900	900	900	1,000
9 to 12 rooms.....	900	900	700	700	700	840
7 and 8 rooms.....	700	700	600	600	600	720
4 to 6 rooms.....	600	600	540	540	540	600
1 to 3 rooms.....	420	420	150	150	150	150
Normal, senior high, and junior high schools.....	1,200-2,000	1,200-2,000	900	900	900	800-1,100
Laborers.....			300-420	300-420	300-420	300-480
Superintendent of janitors.....	1,200	1,200	1,200	1,200	1,200	1,500
Watchmen.....						720

Position	Salary range				
	1917-18	1918-19	1919-20	1920-1924	Under reclassification
Assistant engineers.....	\$900-\$1,200	\$1,020-\$1,120	\$1,140-\$1,240	\$1,140-\$1,240	\$1,320-\$1,680
Assistant janitors.....	792-990	840-1,020	960-1,140	960-1,140	1,020-1,260
Coalpassers.....	594	620	740	840	900-1,140
Electricians.....	1,100	1,120	1,240	1,440	1,500-1,860
Engineers.....	1,100-1,575	1,120-1,620	1,240-1,740	1,240-1,740	1,500-2,400
Firemen.....	660	720	840	960	1,020-1,260
Gardeners.....	924	960	1,080	1,080	1,140-1,500
Janitors:					
Elementary schools—					
Furnace-heated buildings—					
15 or more rooms.....	1,100	1,120	1,240	1,240	1,500-1,860
13 and 14 rooms.....	924	960	1,080	1,080	1,320-1,680
9 to 12 rooms.....	792	840	960	960	1,140-1,500
7 and 8 rooms.....	528-660	600-720	720-840	840	1,020-1,260
4 to 6 rooms.....	165	195	840	840	900-1,140
1 to 3 rooms.....	132	156	400	400	600-780
Steam-heated buildings—					
13 or more rooms.....	1,100	1,120	1,240	1,240	1,500-1,860
9 to 12 rooms.....	924	960	1,080	1,240	1,320-1,680
7 and 8 rooms.....	792	840	960	1,080	1,140-1,500
4 to 6 rooms.....	660	720	840	840	1,020-1,260
1 to 3 rooms.....	165	195	840	840	900-1,140
Normal, senior high, and junior high schools.....	880-1,155	920-1,220	1,040-1,340	1,040-1,340	1,500-1,860
Laborers.....	330-528	420-600	740	720-960	900-1,140
Matrons.....	550	620	740	840	1,020-1,260
Superintendent of janitors.....	1,575	1,620	1,740	1,740	2,700-3,300
Watchmen.....	792	840	960	960	1,020-1,260

Care of equipment

Positions	Salary range				
	1913-1917	1917-18	1918-19	1919-1924	Under reclassification
Cabinetmaker.....	\$1,000	\$1,100	\$1,320	\$1,440	\$1,500-\$1,860

The adjustments under the classification act of 1923 represent an increase of 45.60 per cent over the present basic salaries and 12.63 per cent over the present envelope pay. The per cent of increase for the respective services in the public-school system adjusted by the classification act of 1923 is shown in the following tabulation:

Service	Per cent of increase over—	
	Present basic salaries	Present envelope pay
Clerical.....	27.57	5.59
Hygiene and sanitation.....	97.22	52.26
Care of buildings and grounds.....	43.94	9.83
Care of equipment.....	25.00	4.16

Of the 486 employees in the public-school system whose salaries will be adjusted by the classification act of 1923, 321 will receive increases in salary of from \$20 to \$940 per annum, 163 will receive no increase over the present envelope pay, but the increase of compensation, or bonus, now being paid to them will be carried into and made a part of their new compensations, and 2 will receive a reduction of \$60 per annum.

In reducing any chaotic and unsystematic organization to a system it must necessarily be that some will be raised and others lowered. It is extraordinary that so few will be lowered by this legislation. If certain employees receive no more pay under the classification act of 1923 than they did before, that merely shows that they were being paid before along the lines that have been laid down in this legislation. If certain other employees receive more than they obtained before, it shows that they have been receiving less than the standard now prescribed for their grade of service.

In considering the grade allocations of employees assigned to the care of buildings and grounds the Personnel Classification Board gave careful consideration to the duties performed by these employees, including the excessive hours of service required of them each day and the extra service required of certain of these employees for night use of buildings by the night schools, the community centers, and other school activities. For many years it has been customary to pay these employees additional compensation at per diem or per hour rates for extra services rendered in connection with the night use of buildings. The Personnel Classification Board decided that the grade allocation assigned to employees covered all regular service required of them, and that the payment of additional compensation for services rendered for regular night uses of their buildings should not be continued, but that those employees who performed additional services in connection with regular night uses of buildings should be assigned advanced salaries within their grades to cover such additional service. The Bureau of the Budget and Congress concurred in this decision of the Personnel Classification Board, and the appropriations for the next fiscal year do not contain the usual authorizations making the appropriations for personal services in the night schools and community centers available for the payment of additional compensation to these employees. Unfortunately, in certifying the salaries for these employees under the new grade allocations the Personnel Classification Board did not consider as part of their present compensation the additional compensation received by them for this

additional service. The result is that many of these employees will receive less under the reclassification than their gross envelope pay for the current school year. The salary assignments of these employees will be appealed to the Personnel Classification Board for readjustment. Ninety-one employees are affected. The average basic salary paid these employees during the present fiscal year was \$1,080.44, and the average gross salary was \$1,222.01. The average salary assigned by the Personnel Classification Board is \$1,183.52, while an average salary of \$1,269.23 should have been assigned to them. The details of the adjustments of salaries of these employees are shown in the following tabulation:

Positions	Number of employees	Average salary			
		1923-24		1924-25	
		Basic	Gross	Certified	Claimed
Assistant engineers.....	4	\$1,215.00	\$1,324.10	\$1,320.00	\$1,350.00
Assistant janitors.....	8	1,095.00	1,215.29	1,110.00	1,215.00
Charwomen.....	2	720.00	727.08	900.00	900.00
Coal passers.....	3	840.00	857.57	900.00	900.00
Electricians.....	2	1,440.00	1,498.28	1,500.00	1,530.00
Engineers.....	5	1,520.00	1,753.64	1,692.00	1,800.00
Firemen.....	6	960.00	1,091.63	1,020.00	1,110.00
Janitors.....	27	1,162.99	1,386.21	1,368.89	1,453.33
Laborers.....	31	960.00	1,051.11	960.00	1,070.32
Matrons.....	2	840.00	865.58	1,020.00	1,020.00
Superintendent of janitors.....	1	1,740.00	2,100.00	2,700.00	2,700.00

COMPENSATION FOR 1925

When the Personnel Classification Board has determined the proper service and grade allocation and the present salary of an employee, the salary of the employee for the next fiscal year will be determined by the following rules prescribed by the classification act:

(a) If the employee is receiving compensation less than the minimum rate of the grade in which his duties fall, his compensation will be increased to that minimum rate.

(b) If the employee is receiving compensation within the range of salaries prescribed for the appropriate grade and at one of the rates fixed therein, no change will be made in the existing compensation.

(c) If the employee is receiving compensation within the range of salaries prescribed for the appropriate grade but not at one of the rates fixed therein, his compensation will be increased to the next higher rate.

(d) If the employee is not a veteran of the Civil War, or a widow of such veteran, and is receiving compensation in excess of the range of salaries prescribed for the appropriate grade, his compensation will be reduced to the rate within the grade nearest his present compensation.

(e) All new appointments will be made at the minimum salary of the appropriate grade in which the duties of the position fall.

In addition to the foregoing rules, each appropriation act for the next fiscal year carries a legislative provision requiring that the average of the salaries of the total number of persons under any grade in any bureau or office shall not at any time exceed the average of the compensation rates specified for the grade by the classification act of 1923. This restriction does not apply to require the reduction of any employee whose compensation is fixed in accordance with the foregoing rules, nor to prevent the payment of compensation under any grade at a rate higher than the maximum rate of the grade when such higher rate is permitted by the classification act of 1923 and is specifically authorized by law.

THE FUTURE

Under the classification act of 1923 ample provision is made for future advancement of employees not only within their grades but to higher grades of service. Each of the service classes begin with a low grade which covers the simplest work and advances through a series of grades, adding each time

a little more education, experience, knowledge, and ability until the highest, or administrative, grade of the service is reached. Within each of these grades is found a series of salaries, the newly appointed employee entering at the lowest salary and eventually attaining the maximum of the grade as his efficiency and value to the Government increases. Unlike the salary schedules for the educational employees promotion within the grade is not automatic, it must be earned by personal effort on the part of the employee, and once attained must be retained by a continuance of the efficiency which made its attainment possible.

The classification act of 1923 places upon the Personnel Classification Board the responsibility for prescribing a uniform system of efficiency ratings so arranged as to set forth the degree of efficiency which constitutes grounds for—

(a) Increase in the rate of compensation for employees who have not attained the maximum rate of the grade to which their positions are allocated.
(b) Continuance at the existing rate of compensation without increase or decrease.

(c) Decrease in the rate of compensation for employees who, at the time, are above the minimum rate of the grades to which their positions are allocated.
(d) Dismissal of employees for inefficiency in all cases where the efficiency ratings warrant.

The Personnel Classification Board has not issued this uniform system of efficiency ratings, but when the system is prescribed it will, without doubt, carry out the principle of reclassification that contemplates a precise adjustment between the service rendered by the employees and the salaries paid by the Government. The classification act of 1923 prescribes the performance and salary standards in relation to the grade of work performed by the employee, and the adjustments through a system of efficiency ratings should result in the raising or lowering of the initial salaries of the employees so that the actual compensation received by each shall bear substantially the same relation to the standard compensation that his actual performance of his duties bears to the standard performance.

The success of reclassification depends upon a proper cooperation between the department, the Bureau of the Budget, and the Congress in the working out of just appropriations which will permit the department to secure the most efficient results. If the appropriations are kept too low it will be impossible to promote those employees whose efficiency has warranted increase in compensation, while if they are increased to large amounts there will be a tendency to promote employees higher within the salary scale of the grade than the actual performance of such employees warrants. To secure the most efficient results there must be a proper balance between the requirements of the department and the appropriations for its maintenance.

The most careful review should be given efficiency ratings of employees so that each employee may be assured that he will be equitably and fairly promoted within his grade as he becomes more expert. Favoritism should in no way creep in, but as it is possible Congress has placed certain limitations upon promotions within the grades under which it is impossible to place a large number of employees at the higher salaries of any grade, and which requires that the salaries within the grade shall be averaged along the line so that the average of all employees in the grade shall be the midway point of the grade.

The classification act of 1923 grades positions and not persons, and it is the duty of an administrative superior to promote the person of greater ability to the work requiring that greater ability. An employee, therefore, should not be contented with the grade he is in. He should study and become so expert that he will be lifted out of that grade into a higher grade of service.

There is far more incentive under the reclassification legislation to do good work and to improve one's education and skill than there was under the old régime. There will be less transferring from one office to another and less opportunity for personal favoritism. The Government has taken a very decided step forward in inaugurating this law and with the cooperation of the Congress, the Bureau of the Budget, the Personnel Classification Board, the departmental administrators, and the employees, it can take still further steps forward in improving it. The old employment system with fixed salaries and little opportunity for improvement has passed. The future holds every opportunity for adequate compensation to the employees and advancement for those who increase their value to the service.

IV. THE APPROPRIATIONS ACT FOR 1925

In some respects the appropriations act for the year ending June 30, 1925, is highly gratifying because of the appropriations which it carries; in other respects, it is correspondingly disappointing because of what it does not carry.

In general, the appropriations for the public schools of the District of Columbia may be classified under the following headings:

A. For personnel, covering the additional employees necessary to carry on the work of the schools.

B. For development of educational activities, which have already been begun or are being started.

C. For additional schoolhouse accommodations, for housing the public-school pupils.

It is the purpose of this section of the report to describe what increased appropriations were allowed under each of these general topics and what were not allowed. In so doing, the grounds for gratification as well as the reasons for disappointment will be apparent as each topic is treated.

A. FOR INCREASED PERSONNEL IN THE SCHOOL SYSTEM

It is appropriate to analyze first those provisions of the appropriations act for 1925 which provide gratifying increases in the personnel of the public-school system.

INCREASED APPROPRIATIONS ALLOWED

1. *Business manager*.—The appropriations act makes provision for a business manager who, under the Board of Education, will have charge of the business administration of the public-school system. This officer has long been needed. The establishment of the position of business manager makes it possible to centralize the business administration of the school system under this officer and correspondingly makes it possible—

(a) To relieve the supervisor of manual training of looking after the business pertaining to repairs and alterations to school buildings.

(b) To relieve the assistant superintendent of supervising the purchase of school furniture.

(c) To relieve the director of intermediate instruction of purchasing the textbooks and educational supplies for the school system.

(d) To relieve a supervising principal of looking after the purchase of shades for public schools and directing the work of the cabinetmaker.

(e) To assist the superintendent in the preparation of the budget, supervision of the custodial force and of the public-school storehouse.

In general the appointment of a business manager makes it unnecessary to assign business functions to educational officers, and the centralization of all business affairs in one office will facilitate the transaction of business on the part of the public, because hereafter one officer will deal with business affairs rather than several.

2. *Clerks*.—The appropriations act provides for five additional clerks, one for the office of the secretary of the Board of Education and one each for the Hine, Langley, MacFarland, and Randall Junior High Schools. The one clerk allowed for the office of the secretary of the Board of Education is the only clerk allowed for increasing the personnel in the general offices. Because of the refusal of Congress to appropriate for additional clerks in the appropriations act for 1924, the four junior high schools mentioned above were without clerical help during the school year 1923-24. The law makes it impossible to use teachers' salaries for clerks and clerical work. Principals of the junior high schools were obliged to do the clerical work of their offices. Some of them employed clerical help, paying for it out of their own salaries. The appropriation of salaries for these four new clerks for the four junior high schools

will make it possible to relieve the principals of that work and correspondingly increase their efficiency as principals. (For clerks not allowed, see p. 58.)

3. *Junior high-school principals.*—The appropriations act carries appropriations for two new junior high-school principals. The Jefferson Junior High School will be opened at the beginning of the school year in September and the Powell Junior High School will be opened February 1, at the beginning of the second half of the school year. Provision is thus made for the continued extension and development of the junior high-school system in Washington.

4. *Assistant principals in high schools.*—The rules of the Board of Education provide that assistant principals in high schools may be appointed when the enrollment reaches or exceeds 1,000. The enrollment in Armstrong, Business, Western, and McKinley High Schools having reached or exceeded the specified number of pupils, appropriations were requested for assistant principals in those schools. The appropriating authorities approved the request and assistant principals were authorized. These assistant principals are women who act in the capacity of deans of girls in their respective schools. Their functions are important, and the appointment of these four supervisory officers will increase the effectiveness of the administration of these schools, particularly with respect to the supervision of girls.

5. *Heads of departments in high schools.*—A head of department in the Washington high schools supervises the teachers of a given subject in the several high schools of the District. Two heads of departments in physical training were authorized in the appropriations act for 1925, one for the white schools and one for the colored schools. It will be the functions of each of these officers to supervise the physical training of boys, the athletic contests and games in which boys participate, and to coordinate that work with the work of the Washington high-school cadets. Few positions which have been created in recent years provide a larger opportunity for constructive service and larger influence on the conduct and education of boys than does this position as head of department of physical training in our high schools.

6. *Teachers.*—The appropriations act for 1925 provides salaries for 76 additional teachers. These teachers are necessary not only to take care of new classes caused by increased enrollment but also to extend and develop the work in special subjects or departments and to reduce oversize classes wherever possible. (For teachers not allowed, see p. 58.)

7. *Janitors.*—The appropriations act for 1925 provides salaries for 29 additional employees in the janitorial service. Twenty-seven of these employees are for new buildings, or for buildings where additions will be opened. Two employees represent extensions of present personnel, being matrons at two new junior high schools. (For janitors not allowed, see p. 58.)

INCREASED APPROPRIATIONS NOT ALLOWED

Under this heading must be recorded those requests for appropriations for increased personnel which were not allowed. The recital of the conditions which prompted each request will indicate the reasons for disappointment because the requests were not allowed.

1. *Assistant superintendent for educational research.*—Although recommended by the Board of Education and approved by the Commissioners of the District and by the Bureau of the Budget, the request for a salary for an assistant superintendent for educational research was not allowed by Congress.

For some years educational research, consisting of giving intelligence tests and standardized achievement tests, has been carried on informally in the school system. The first of these tests were given by psychologists connected with Government or other scientific bureaus. Later they were given under the direction of two supervising principals.

More systematic work of this character was carried on under the direction of a supervising principal who was appointed because she was particularly well prepared to carry on this work. This work will undoubtedly increase the efficiency of instruction through providing teachers with more accurate knowledge of the educational needs of their pupils. Moreover, it is economy, because the cost of carrying on the work will be many times saved by the resulting economies. For example, during the school year 1923-24, when the work was carried on in only a limited way, an actual saving of \$9,360 was effected by accelerated promotions of pupils.⁷

⁷ See page 83, Report of Supervising Principal in charge of Research.

2. *Clerks*.—Although requested by the Board of Education, approved by the Commissioners of the District and by the Bureau of the Budget, appropriations for the following clerks were not allowed:

One clerk to perform the clerical work for both the board of examiners for colored schools and the statistician of the Board of Education. Neither the examiners nor the statistician now has any clerical help.

One clerk for service in educational research. The large amount of clerical work connected with giving of tests and scoring the results can not be carried on with the amount of clerical help usually furnished a supervising principal.

One clerk for the office of the assistant superintendent in charge of colored schools.

Four clerks for high schools, one each for Business, Eastern, McKinley, and Armstrong. Each of these schools now has one clerk. The enrollment of pupils now exceeds 1,200 pupils, so that one clerk can not do the amount of clerical work which must be done in a school of 1,200 pupils.

Five clerks for that number of proposed junior high schools. The junior high schools requested for the Northeast, for Georgetown, and for Twenty-fourth and N Streets NW (Francis) were not allowed, so naturally no clerks were needed. However, appropriations were made for the Jefferson and Powell Junior High Schools, yet no clerks were allowed for these schools. The principals of the Jefferson and Powell Schools will be without clerical help during the school year 1924-25.

3. *Teachers*.—The Board of Education requested 139 additional teachers. This was a reasonably modest request, as will be shown, when compared with appropriations in former years, which were as follows:

Year	Number additional teachers allowed	Year	Number additional teachers allowed
1920-21.....	170	1922-23.....	108
1921-22.....	98	1923-24.....	173

The Commissioners of the District approved the item for 139 new teachers. The Bureau of the Budget approved the item for 90 additional teachers.

The House Committee on Appropriations approved the item for 76 additional teachers.

The Senate Committee on Appropriations approved the item for 90 additional teachers.

Congress finally appropriated for 76 new teachers.

Money for only 76 teachers. It is to be observed that the number of new teachers allowed for the school year 1925 is much smaller than the number of teachers authorized in any year immediately preceding. A comparatively larger number of additional teachers will be necessary in years to come, when schoolhouse accommodations are sufficient to reduce the number of part-time classes and to reduce the large number of oversized classes now found in our schools. If there should be an unusually large increase in enrollment during the school year 1924-25, a deficiency appropriation may be necessary.

4. *Janitors*.—The Board of Education requested an increase in the appropriation for care of buildings and grounds which would raise the number of janitorial employees from 393 to 466, an increase of 73 employees. Of these 73 positions, 47 were desired for new buildings to be opened and 26 for extensions of personnel at buildings where the present staff is inadequate. Of the 73 additional positions requested, 44 were disallowed and an increase of 29 was granted. No additional positions were allowed to improve the service. Only new positions were allowed to take care of new buildings opened.

SUMMARY

The people of Washington are grateful for the increased efficiency of the school service which will inevitably result from the appointment of a business manager, two junior high-school principals, four assistant principals of high schools to supervise the girls, and two heads of departments for physical train-

ing in the high schools. These appointments represent a long step in our progress toward an enlarged supervisory staff, which is one of the outstanding needs of the school system. As the school system grows, the supervisory and administrative staff must likewise grow.

It is unfortunate that too few clerks have been provided. More janitors are also necessary. More teachers may be necessary. In general, our gratification for what was provided is greater than our disappointment over what was not allowed.

B. FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES

It is gratifying to make record of the fact that Congress provided increased appropriations for a considerable number of educational activities which are carried on under lump-sum appropriations.

INCREASED APPROPRIATIONS ALLOWED

1. *Vacation schools*.—The appropriation in 1924, \$20,000; appropriation in 1925, \$30,000; an increase of \$10,000.

2. *Night schools*.—The appropriation in 1924, \$75,000; appropriation in 1925, \$90,000; an increase of \$15,000.

3. *Americanization work*.—The appropriation in 1924, \$6,480; appropriation in 1925, \$10,830; an increase of \$4,350.

4. *Equipment for atypical classes*.—The appropriation in 1924, \$4,000; appropriation in 1925, \$5,000; an increase of \$1,000.

5. *Textbooks and supplies*.—The appropriation in 1924, \$100,000; appropriation in 1925, \$125,000; an increase of \$25,000. This increase of \$25,000 is only one-half of the increase asked for by the Board of Education.

6. *Kindergarten supplies*.—The appropriation in 1924, \$6,000; appropriation in 1925, \$6,300; an increase of \$300. The board asked for an increase of \$4,000.

7. *Science laboratories*.—The appropriation in 1924, \$6,000; appropriation in 1925, \$10,000; an increase of \$4,000. The board asked for an increase of \$8,500, necessitated by the increase in laboratories in junior high schools.

8. *Maintenance of playgrounds*.—The appropriation in 1924, \$4,000; appropriation in 1925, \$4,500; an increase of \$500. The board asked for \$1,000 additional and received half of it.

9. *Equipment for three new junior high schools*.—This is a new appropriation to be used in supplementing the present equipment of the Hine, Randall, and Jefferson Junior High Schools. These schools are housed in buildings and using equipment not intended for junior high school use. The total amount of \$13,000 is divided as follows: To the Hine, \$4,000; the Jefferson, \$5,000; and the Randall, \$4,000.

SUMMARY

By way of summary the following tabulation shows the appropriation in 1924, in 1925, and the increase in each item:

Increases in general appropriations for various educational activities of the school system in 1925 over 1924

Item	Amount in 1924 appropriations act	Amount in 1925 appropriations act	Increase
Vacation schools.....	\$20,000	\$30,000	\$10,000
Night schools.....	75,000	90,000	15,000
Americanization work.....	6,480	10,830	4,350
Equipment for atypical classes.....	4,000	5,000	1,000
Textbooks and supplies.....	100,000	125,000	25,000
Kindergarten supplies.....	6,000	6,300	300
Laboratories.....	6,000	10,000	4,000
Maintenance of playgrounds.....	4,000	4,500	500
Extension of equipment for three new junior high schools.....		13,000	13,000

INCREASED APPROPRIATIONS NOT ALLOWED

There are certain educational activities carried on under lump-sum appropriations for which the Board of Education requested increases which were disallowed.

1. *Medical inspection*.—The Board of Education requested that the number of school nurses be increased from 10 to 16, an addition of 6. These additional employees were not provided.

The Board of Education requested that the number of dental operators be increased from 8 to 16, an increase of 8; that the number of dental prophylactic operators be increased from 4 to 8, an increase of 4; and that the item for equipment and supplies for dental clinics be increased from \$1,000 to \$13,000, an increase of \$12,000. No additional employees or funds were provided for extending the work of the free dental clinics.

2. *Manual-training fund*.—The Board of Education requested that this fund be increased from \$60,000 to \$90,000, an increase of \$30,000. This additional money was not appropriated.

3. *Equipment of new playgrounds*.—The Board of Education requested that this fund be increased from \$4,000 to \$5,000, an increase of \$1,000. This additional money was not appropriated.

SUMMARY

In general commendable increases were made in a large number of lump-sum appropriations which are for a great variety of educational activities. Vacation schools and night schools can be greatly extended as a result of increased appropriations. It is to be regretted that so small an increase was provided for textbooks and supplies, when the need is so great.

C. FOR ADDITIONAL SCHOOLHOUSE ACCOMMODATIONS

The appropriations act for 1925 carries the following appropriations for buildings and grounds:

Elementary schools:

Grading Calvert Street site	-----	\$5,000
Site, Fifth and Buchanan Streets NW	-----	50,000
Site, Third and Rittenhouse Streets NW	-----	20,000
Thomson School addition	-----	75,000
Site, Burrville	-----	7,500
John F. Cook Building	-----	150,000

Junior high schools:

Site, northeast	-----	150,000
Plans, Twenty-fourth and N Streets NW. (Francis)	-----	5,000

High schools:

Western High School addition	-----	450,000
Western High School athletic field	-----	125,000
McKinley Manual Training School, plans	-----	5,000
Armstrong Manual Training School addition	-----	200,000

ANALYSIS OF THE ITEMS FOR BUILDINGS AND GROUNDS

The following tabulation shows that all items for schoolhouse construction carried in the appropriations act for 1925 were balances of obligated appropriations and that not a single dollar was appropriated for any new construction for either elementary, junior high, or high schools.

The list of appropriations follows:

Item	Obligated 1924	Appropriated 1924	Appropriated 1925
<i>Construction</i>			
Thomson School.....	\$135,000	\$60,000	\$75,000
John F. Cook School.....	250,000	100,000	150,000
Armstrong Manual Training School (\$500,000 obligated and \$100,000 appropriated, 1923).....		200,000	200,000
Western High School.....	550,000	100,000	450,000
<i>Plans</i>			
Junior High, Twenty-fourth and N Streets NW. (Francis).....			5,000
McKinley Manual Training School.....			5,000
<i>Land</i>			
Grading Calvert Street site.....			5,000
Fifth and Buchanan.....			50,000
Third and Rittenhouse.....			20,000
Burrville.....			7,500
Northeast Junior High.....			150,000
Western High athletic field.....			125,000

STATUS OF BUILDING PROJECTS UNDER WAY

In connection with the consideration of the appropriations for construction, it is desirable to consider also the status of the building projects for which appropriations have heretofore been made. The following tabulation contains a list of all such building projects with information as to the status of each project:

Public school buildings and grounds. status of projects under way

School or location	Number of rooms	Object of appropriation	Status of project
<i>Elementary schools</i>			
Janney.....	8	New building.....	Contract let July 22, 1924, to be completed May 22, 1925. No action taken.
Calvert Street site.....		Grading and water connections.....	
Bancroft.....	8	New building.....	To be occupied Sept. 22, 1924.
Raymond.....	8	do.....	Contract let Apr. 22, 1924, to be completed Dec. 22, 1924.
Fifth and Buchanan Streets.....		Site.....	Purchased square 3250, 150,000 square feet, at Fifth and Decatur Streets NW., on July 16, 1924.
Third and Rittenhouse Streets.....		do.....	Purchased lots 25-52, square 3268, 74,053.75 square feet, at Fifth and Sheridan Streets NW., on Aug. 6, 1924.
Thomson.....	6	Addition.....	To be occupied Sept. 22, 1924.
Burrville.....		Land.....	Negotiations under way.
John F. Cook.....	16	New building.....	Bids to be advertised Nov. 1, 1924.
Health School.....	8	do.....	Bids advertised Sept. 3, 1924. Bids opened Sept. 17 and contract decided upon.
<i>Junior high schools</i>			
Junior High, Northeast.....		Land.....	Purchased square 811, 73,134 square feet, at Fifth and F Streets NE., on Aug. 12, 1924.
Francis Junior High.....		Plans.....	Investigation of subsoil conditions being made.
<i>High schools</i>			
Western High.....		Addition.....	Contract let Feb. 26, 1924. To be completed Feb. 26, 1925.
		Athletic field.....	Negotiations under way.
McKinley.....		Plans.....	Plans in sketch form have been submitted to the Fine Arts Commission.
Armstrong.....		Addition.....	Contract let Jan. 19, 1924. To be completed Jan. 19, 1925.

WHAT WE SHOULD BE DOING

The following is a tabulated statement of the classroom needs for elementary schools of the District of Columbia on the 1st day of November for the years 1920, 1921, 1922, and 1923:

Report on schoolhouse accommodations—Elementary schools

Classrooms needed	1920	1921	1922	1923
1. To eliminate portables.....	73	71	61	61
2. To eliminate rented quarters.....	41	33	28	28
3. To eliminate undesirable rooms.....	21	39	34	28
4. To reduce oversize classes.....	57	57	57	51
5. To eliminate part-time classes: Grades I and II.....	150	152	137	150
Above Grade II.....	18	19	19	18
	360	371	336	336
6. To abandon buildings recommended for immediate abandonment in 1908—still in use: John F. Cook.....8 rooms. Threlkeld.....4 rooms.				
	12	12	12	12
7. To obtain buildings recommended for early abandonment in 1908—still in use: Webster.....12 rooms. Abbot.....9 rooms. Berret.....9 rooms. Lincoln.....12 rooms. Force.....12 rooms. Adams.....8 rooms. Bradley.....8 rooms. Jefferson.....20 rooms.				
	90	90	90	90
8. To abandon other buildings now unfit for use: Hamilton.....4 rooms. Chain Bridge.....1 room. Bell.....8 rooms. Tenley.....8 rooms. Smothers ¹4 rooms.				
	25	25	25	21
Grand total.....	487	498	463	459

¹ Opened Oct. 15, 1923.

Report on schoolhouse accommodations—High schools

School	Capacity in 1923	Enrollment, Nov. 1—				Excess on Nov. 1, 1923
		1920	1921	1922	1923	
Business.....	900	1,208	1,281	1,330	1,256	356
Central.....	2,300	2,837	3,072	3,182	3,276	976
Eastern.....	1,500	661	884	1,052	1,397	-103
McKinley.....	1,100	1,298	1,464	1,502	1,408	308
Western.....	650	760	894	1,041	991	341
Columbia Junior ¹	300	140	251	354	366	66
Hine Junior ¹	150					-150
Armstrong.....	300	638	880	1,094	1,076	776
Dunbar.....	1,200	1,402	1,540	1,597	1,742	542
Randall Junior ¹	100					-100
Shaw Junior ¹	250	40	65	115	124	-126
Total.....	8,750	8,984	10,331	11,267	11,636	3,365 -479
Net excess.....		1,264	2,981	3,917	2,886	2,886

¹ Ninth grade only.

Basing our judgment upon the accumulated shortage of schoolhouse accommodations indicated above, together with the probable increase in enrollment of elementary and high-school pupils, it is estimated—

1. That 90 classrooms for elementary school pupils must be opened each year for a period of five years if portables are to be eliminated, the use of undesirable rooms or buildings is to be avoided, oversize classes are to be reduced, and part-time classes eliminated from the Washington elementary schools.

2. That additional educational accommodations for approximately 1,000 high-school pupils should be opened for a period of five years in order to take care of accumulated shortages and the estimated increased enrollment in high schools.

These estimates are conservative. They are based upon figures of actual enrollment and conditions in our elementary schools with respect to shortage of schoolhouse accommodations. The estimate of increased enrollment is based upon the increased enrollment over the past 10 years.

In view of the shortage of schoolhouse accommodations for elementary pupils, to the extent of 459 classrooms, the failure of Congress to appropriate for a single additional classroom for elementary school purposes is thoroughly disappointing. It means that relief from distressing conditions must be postponed for another year.

Moreover, any appropriations bill of the future which fails to appropriate for at least 90 classrooms for elementary school buildings and for accommodations for a thousand high-school pupils will be likewise disappointing, because it will mean a postponement of the relief from overcrowded conditions to which the patrons of the public schools have long looked forward and which the pupils of the District of Columbia have every right as American citizens to expect from Congress.

V. REPORTS ON SPECIAL OR SUPPLEMENTARY ACTIVITIES

SUPERVISION OF SPECIAL ACTIVITIES, DIVISIONS I TO IX

To the Superintendent of Schools:

SIR: In reporting the special activities of the first nine divisions, I shall refrain from dwelling at length upon routine details, but shall endeavor to cover a few of those particular events or conditions that stand forth as most worthy of special mention.

ATYPICAL AND UNGRADED SCHOOLS

These schools have pursued their customary practice of combining academic with hand work, particularly in the atypical rooms. Excellent exhibits have been held from time to time and much favorable comment has been heard at the surprising results attained. I feel, however, that the real measure of success is to be found in the number of pupils who have overcome their various handicaps and acquired better habits of thought and action. Many truants and disciplinary cases have been materially benefited, but the flaws in our attendance laws have in numerous instances prevented truants from ever reaching the ungraded classes, and thus willingly or unwillingly securing the benefits therein offered. Both boys and girls temporarily leave the District or enter private classes to avoid the operation of the attendance laws.

It should be noted that the ungraded coaching class formerly located at the Morse has been transferred to the Polk and made into a preparatory coaching class for junior high-school pupils. A similar class has been opened at the Hine.

HEALTH SCHOOLS

The attendance at the Hamilton School has nearly doubled in the past year. This has made it difficult to keep within the authorized allotment for the purchase of milk and nutritious food supplies. The Tuberculosis Association has continued to supply financial aid toward providing additional helpers and other needs. These benefits have come from the sale of Christmas seals. Probably a considerable portion of another year will elapse before the new school will be ready, but from present indications every unit of the school will be occupied almost as soon as the building is completed.

I trust suitable equipment can be purchased and installed in the new building before a removal thereto is ordered. Provision should also be made in the next estimates for an additional number of helpers at the new school.

AMERICANIZATION WORK

In the Americanization schools, two teachers on full time were added to the day faculty. This has made it possible to have afternoon classes for women at the Columbia Junior High School Building and field classes in the northeast and southwest. As a result over 500 women have enrolled in the day classes. This group of women, transferring from the field classes to the school, is constantly growing. The day citizenship classes have also increased in enrollment. These growths clearly demonstrate the definite need that exists for offering additional opportunities.

The number of teachers in the evening classes has not been changed, owing to lack of funds. As a result such classes have been greatly overcrowded, with two or more grades in each room. In the citizenship branches, however, four grades were established, made possible by the cooperation of patriotic societies and volunteer workers. Closer correlation, therefore, with the Naturalization Bureau and the courts has been developed.

The experiment of teaching English through the use of moving pictures has been carried on throughout the year with the help of Mr. Harry Crandall and the Department of Agriculture. The students themselves have testified to the importance of this work.

The Americanization School Association deserves special mention as it has socialized the work of the school. This organization has published a monthly newspaper and a magazine, both of which have received favorable comment from educators and Americanization workers. It has also conducted a series of lectures at the school for all the students.

Plans outlined in last year's report are contemplated for the coming year, when the Webster School will be available for Americanization headquarters.

PLAYGROUNDS—EQUIPMENT AND IMPROVEMENT

Eight schools have been equipped with new apparatus, five white and three colored. These schools are the Abbot, Bell, Blair, Burrville, Brightwood, Conduit Road, Hyde, and Smothers.

Much delay in obtaining and erecting swings and seesaws has been caused by having several contractors, one for the swing material including fittings, one for the piping, another for erecting, and still another for cement work. An effort will hereafter be made to secure, if possible, one contractor for the entire job. Material provided varied according to the size and condition of the yards. Apparatus purchased included slides, swings, seesaws, horizontal ladders, parallel and horizontal bars, jump standards, backstops, balance beams, and steel lockers.

PLAYGROUNDS—MAINTENANCE AND REPAIR

It was found advisable to make all repairs to apparatus asked for by building principals except in case of slides, where the cost of repair almost equaled the purchase price of new slides. Repairs to apparatus were made in all school yards, one-fourth of said repairs being in emergency cases. Let me recommend that principal or janitor at each school in which swing uprights are of black metal not galvanized take especial care to inspect the pipes at frequent intervals to determine whether same are safe or not. In fact, this plan might be extended to include other apparatus.

NIGHT SCHOOLS

The night-school year extended from October 3, 1923, to June 4, 1924. In the white schools 7,900 pupils were enrolled. Although we had our usual percentage of transients, the attendance as a whole was regular and satisfactory.

The prescribed course of study was followed, with popular radio classes as an innovation. The experiment of placing the grades classes in the same buildings with the secondary classes has been a marked success, in that more pupils have attended and better progress been made at less expense. Numerous individual credits and unit certificates were issued, and 22 students, 11 male and 11 female, having acquired 24 units of credit by persistent industry for four years, were given high-school diplomas at special commencement exercises.

The rule limiting continuous service of night-school teachers to four years was put in operation. It dropped from the rolls several veteran teachers but admitted an equal number of young and active ones. Later the board, considering the tenure of four years as too short and as dispensing with a teacher's service at the time of his highest efficiency, deemed it advisable to retain the rule but to change the time limit to six years. The effect of this change is yet to be ascertained.

VACATION SCHOOLS

The vacation-school activities of divisions 1 to 9 interested 4,054 pupils. Of these, 474 were enrolled in Americanization classes, 1,403 in the summer high school at the Central High Building, and 1,691 in the grade coaching schools. These grade-coaching pupils were joined on the playground by 486 others who engaged in outdoor but not indoor training. The schools certainly offered

a well-organized opportunity for children to improve their education through essential activities, which could not be conveniently organized at home.

The intensive work of the classroom was relieved by the school playground teacher, who received not less than six relays of pupils daily for physical training and industrial instruction. It was not "all work and no play," but just enough interspersed play to revive energies waning somewhat through continued application to work in the heat of a summer's day.

Several other sections of our city need summer schools. It is hoped that next year Congress will not only increase the number of centers but also grant a small contingent fund to permit the purchase of necessary material.

DEAF CHILDREN

Forty-six really deaf children were accommodated at Kendall Green and others were kept on a waiting list pending an increased appropriation. Perhaps no estimate for next year's items is more important than this one. A stone-deaf child can accomplish very little among normal children. Doctor Montgomery also had six deaf children at Overlea, Md.

BLIND CHILDREN

Eighteen blind children from the District received maintenance and tuition at the Maryland School for the Blind, 12 of these belonging to divisions 1 to 9. There may be suggestions later from the medical examiners regarding these children and the whole subject of sight conservation when the results of the vision tests in the elementary and junior high schools have become known. These standard tests are now under way, but the many dark days of spring have delayed their completion before the end of the year. Undoubtedly some recommendations respecting sight saving will result.

SPEECH IMPROVEMENT AND CORRECTION

A survey made in the spring of 1923 disclosed a large number of hard of hearing, though not deaf, children. For such cases a lip-reading teacher was secured in October, 1923, who organized classes in nine different centers, the children coming from several schools to the nearest lip-reading center. Including this teacher, the speech-improvement group of workers is composed of five experts in divisions 1 to 9. One of these delivered a lecture on speech correction each week from October to March to the kindergarten teachers, in order that they might be prepared to detect speech defects among the first pupils to enter the schools.

The following statistics relating to this subject may prove of interest:

Number of speech-correction teachers-----	4
Number of lip-reading teachers-----	1
Total number of speech-correction and lip-reading classes-----	50
Total number of pupils enrolled in speech-correction classes-----	770
Total number of pupils enrolled in lip-reading classes-----	77
Total number of stutterers enrolled-----	144
Total number of pupils with phonetic defects enrolled-----	568
Total number of pupils who stutter and also have phonetic defects-----	47
Total number of cleft-palate cases-----	11
Total number of stutterers discharged corrected-----	46
Total number of pupils with phonetic defects discharged corrected-----	222
Total number phonetic defects corrected-----	703
Total number speech-correction cases improved and continuing treatment-----	502
Total number lip-reading pupils who have completed first course of instruction-----	64
Total number lip-reading pupils continuing treatment-----	13

Thanking you and your assistants for courtesies in the past, I remain,
Yours very truly,

WALTER B. PATTERSON,
Supervising Principal in Charge of Divisions I to IX.

SUPERVISION OF SPECIAL ACTIVITIES, DIVISIONS X TO XIII

To the Superintendent of Schools:

SIR: Herewith is respectfully submitted report of special activities in divisions 10 to 13. These include the following: (1) Atypical, (2) ungraded, (3) health, (4) open air, (5) night schools, (6) summer schools, (7) speech correction, (8) visual instruction, and (9) dramatics.

ATYPICAL CLASSES

These classes are in three different sections of the city, housed in elementary school buildings, save one, which is in a portable. Numbers enrolled were small, due, doubtless, to unwillingness of teachers of regular classes to recommend for medical examination pupils of low mentality. Continued presence of these learners in regular classes constitutes a serious handicap to work and progress. Instructors of these unfortunates are imbued with the spirit of sympathy and patience. Academic and hand work, fitted to the capacities of pupils, have received attention. Handwork constitutes the chief part of daily activities.

The class in the southwest, because of small enrollment, was discontinued early in the term, the few pupils being transferred to a similar class in Lincoln School. Numbers in these classes are small, but the character of pupils justifies the policy. Where little is in learners, more is expected and exacted of teachers. Periodical examinations by medical inspectors would reveal changes for better or worse since assignment of pupils. It is respectfully recommended that materials for manual work be supplied in as great variety and quantity as possible.

UNGRADED CLASSES

Classes, three in number, so situated as to be within reasonable reach of schools in the divisions are provided for pupils whose continued presence in regular classes is a menace to order and progress. The utilization of Randall School for a junior high school necessitated the removal of a class for ungraded boys to Lincoln. This has proved a valuable change because of an adequately equipped carpenter shop there. The small enrollment in the girls' ungraded class, located in the Douglass-Simmons group, made its closure necessary, the instructor being transferred to the ungraded class for boys in the Sumner-Magruder group. In two of these classes numbers have often been too large for effective work. Personality of the teacher is a *sine qua non* in holding and inspiring. Redemption of these boys through the spirit and ideals of the instructor must come not by force but by creating and sustaining an atmosphere constantly enwrapping them. Two additional classes should be established, one in division 11 and the other in division 12, to relieve congestion and to be more accessible to the schools therein.

The attendance department has successfully followed up boys causing truancy and absence. Assignment of an officer to have special charge has reduced truancy and absence. More opportunities for play of the motor element should be given in this type of class; therefore, supplies and equipment ought to be abundant and various.

HEALTH SCHOOL

In the Harrison Building are found pupils suffering from or revealing a tendency to tuberculosis. These are designated by the Health Department to be withdrawn from regular classes in accordance with law. The enrollment at present is 46, separated into three classes in charge of three teachers, chosen because of special fitness.

At the beginning of the second semester some radical changes in personnel occurred to secure and maintain the high spirit so essential. Present appearance and administration of the school amply justify the action. Thorough renovation and splendid equipment have made this school a credit and pride to the system. The wisdom and foresight of the authorities and the munificence of Congress are profoundly appreciated. The Anti-Tuberculosis Society has shown unabated interest in the work, and great gratitude herein is expressed. The assignment of a matron to the Harrison School was a fine

step, and has done wonders in tidiness, orderliness, and general pleasing appearance. Too high praise can not be bestowed upon the janitor for the manner in which he has done his work.

Two hot lunches are served daily—forenoon and afternoon—under the watchful supervision of teachers. The director of domestic science has been of supreme assistance in preparation of lunches. A regular nutrition clinic, under the direction of a trained worker, is a valuable phase of the conduct of the school. Often parents and citizens attend these. A trained nurse visits regularly and aids in securing hospital treatment of pupils. To-day the city can point with pride to the health school.

FRESH-AIR CLASS

But one, in Stevens School, is found in divisions 10 to 13. The distance from schools, inability of parents to pay for transportation, and a suspicion in the community that the class is a branch of the tubercular school conspire to prevent attendance. Pupils constituting the class at Stevens are chiefly from it. Here, too, the Anti-Tuberculosis Society has done much to foster the work. The parent-teacher association of the school has done a good part in carrying on the class.

Other such classes should be formed in the several divisions. Inasmuch as the class is under a single instructor, who, with help of pupils, prepares lunches, she should be fully competent to carry on all phases of the work and intelligently supervise.

NIGHT SCHOOLS

Night schools have long existed in the city, but quite apart from the great educational system. Nation-wide emphasis on the danger from illiteracy has resulted in efforts to articulate them with the general cause. A course of study for night schools has been prepared, the term has been extended, and teachers selected with more care. Fewer centers have been opened and so distributed as to accommodate sections with population to guarantee suitable enrollment.

Five schools for elementary and two for high were opened the 1st of October, terminating the last of May. The graduates from high numbered 33 and from elementary 90. The sight at graduation spoke trumpet-tongued for the further growth of these schools.

Utilizing space, with heat and light, with no additional cost for janitor service, two elementary classes were operated in Dunbar High School. This policy may well be followed in future until every available room is used. Great congestion occurred at the high-school centers and at two elementary.

All academic classes were removed from Armstrong, industrial, to Dunbar, academic—a desirable step. Late in the second semester it was possible to open a radio class, enthusiastically and successfully maintained to the end. A most creditable exhibit of work in Armstrong School was enjoyed by many citizens. The garages, south of Armstrong, became available for classes in automechanics late in the year, and relieved crowding in the school. The fine administration, enthusiasm of teacher and taught, and excellent results are most gratifying.

SUMMER SCHOOLS

No lessening of schools for pupils who seek to make up work, advance a term, or, if space be found, to strengthen hold upon work done, took place. Taught by the best regular day teachers, the pupils did acceptable work. Effort is made to impress the fact that pupils without grit and persistence have no place in these schools.

PLAY GROUNDS

It ought to be understood that summer schools are located where good school play spaces or grounds are found or in proximity to a municipal ground in order that physical training may be given to the pupils together with hand-work.

SPEECH CORRECTION

Into this activity an additional instructor entered this year, making four. These teachers are struggling with schools in divisions 10 to 13, and deserve high praise for work. Beneficial results are noted by teachers throughout the city.

Effort was made to prepare primary and kindergarten teachers to correct errors among pupils in their own classes, and to this end the regular speech instructors held meetings with teachers for pupils. An alert classroom teacher can daily do this corrective work as ordinary work proceeds, and it has been urged.

Here, also, should be noted that in the Miner Normal School appropriate action to make prospective teachers fit to do this work has been taken.

VISUAL INSTRUCTION

At the beginning of the year, early in the fall, this phase of instruction was incorporated into the work of the schools. Weekly lessons, embracing nearly all grades, have been presented in theaters with moving-picture equipment. In due time it is hoped that this vital and profitable line of learning will be given in the schoolhouse, properly and adequately equipped.

DRAMATIZATION

Recently this feature has been added to the schools. The possibilities for good to the young are great. The ofttime inadequate and wrong attempts under the head of "Dramatization" should speedily vanish through guidance of a competent instructor.

OVERLEA

Blind, deaf, and dumb colored children are cared for at Overlea, Md. A visit to that institution during the year by the assistant director of special activities has been described in a report sent to Asst. Supt. G. C. Wilkinson.

For innumerable courtesies and aid in conducting the work, the assistant director is indebted to Director Walter B. Patterson, and to Asst. Supt. Garnet C. Wilkinson for advice. The board views presented by Doctor Ballou, superintendent of schools, during discussions of these activities, have heartened and helped, and to him thanks are expressed.

Respectfully submitted.

W. S. MONTGOMERY,
Supervising Principal in Charge Divisions X to XIII.

INSTRUCTION IN SAFETY

To the Superintendent of Schools:

SIR: In making my report to you relative to the teaching, in the schools under your supervision, of carefulness and the avoidance of unnecessary accidents, I need not emphasize the great need and value of such teaching. I know the interest you take in the subject, and the daily reports in the newspapers of unnecessary accidents emphasize the need, and the decrease in the number of serious accidents to school children in our city shows the value, of such teaching.

A survey of the schools shows that in all the divisions supervisors and teachers have given serious attention to the subject of safety. The matter has been kept before the pupils that the habit of carefulness might be formed. Compositions have been written, special lessons given, original slogans have been made by the children and illustrated by original drawings. The safety bulletins sent to each school by the Washington Safety Council have been brought to the attention of the pupils. Twenty-one junior safety councils have been formed. In short, the survey shows that the kind of education work that you have advised be done has been done to protect our children from avoidable accidents.

I am glad to state that Mr. W. G. Cole, secretary of the Washington Safety Council, has taken great interest in the work in the schools. His monthly bulletins have been most helpful and his addresses to pupils have been inspiring. The officers of the Washington Safety Council have spoken in highest

praise of the value of the instruction along these lines in the schools under your direction.

Very truly yours,

B. W. MURCH,
• *Supervising Principal in Charge.*

VISUAL INSTRUCTION, DIVISIONS I TO IX

To the Superintendent of Schools:

SIR: The appointment of a visual-education instructor in September, 1923, carried with it the necessity of organizing a new field of endeavor in the Washington public schools as well as the administration and instruction along new lines.

During the first three weeks of the term preliminary plans were made for inaugurating a series of motion-picture lessons as the first phase of visual-education work to be undertaken. These film lessons were to be given daily in the seven neighborhood theaters offered for the use of the schools. After consulting individually the different supervising principals, decision was made as to which schools were within suitable distance to attend. A plan of the seating arrangement of each theater was made and sent to each building concerned showing the assignments based on the enrollments of classes, thereby insuring the fine type of assembly which has obtained.

The question of the sources of available film material was studied, communication being held with various possible sources. The projection of films for study was arranged for at the source if possible, otherwise it was included in the service of the theater company in its projecting room. Throughout the year this projection has made it possible to take notes on all films, to study for selection, and to file for future use.

The procedure was established of sending out a weekly notice to all classes affected, outlining the content of the film to be used and suggesting preparation to be made, giving directions as to place, date, and hour of lesson.

These preliminary plans for the motion-picture lessons were submitted to the meeting of the supervising principals held October 2, 1923, and the program went into effect October 8, 1923. Several supervising principals arranged for the visual-education instructor to explain plans to their groups of teachers.

The program has included over 2,000 pupils a week, an average of 50 classes of the same grade attending each week with an average of 300 at a lesson. The eighth, seventh, sixth, and fifth grade classes have attended in rotation in successive weeks. The classes of each of these grades have attended eight times during the year, a given class only attending once in four weeks. The work by this plan has reached between 8,000 and 9,000 pupils regularly. Fourth grades have also been included in the schedule twice during the second semester. Classes from two junior high schools included were discontinued owing to their complex progress, those from Macfarland Junior High School continuing until April.

In addition to the regular classes special arrangements were made during the set of lessons on safety for extension to 4,000 additional pupils. Two additional theaters contributed their service and car companies made special transportation possible to bring classes too distant to attend regularly. The use of the auditorium of the Department of the Interior has been generously allowed for six lessons also.

The film lessons were mapped out as far in advance as possible, every effort being made to place the available material in the grade where it best correlated with the course of study and to use it at the time it would best illustrate the work done in the classroom. Being limited to the use of film material obtainable without cost has made it necessary to forego the use of some motion pictures which would in an excellent way illustrate subjects being studied. Even the use of material on which only transportation charges need be paid was barred as there was no fund on which to draw.

Through the cooperation of the community center department, slide material needed for use in conjunction with films has been obtained. The making of a number of slides of maps, diagrams, and graphs by the instructor has aided in visualizing matters not otherwise possible to illustrate.

A considerable portion of the administrative work has been that of making valuable contacts in various quarters where there was possibility of cooperation with the schools. In a number of the departments of the Government, the National Museum, the Pan American Union, foreign legations, the National

Education Association, industrial firms, and with some private individuals a wonderful spirit of helpfulness has been given practical expression.

At a demonstration lesson arranged on January 25, 1924, a large number of interested people were present, including several members of the House Committee of Education, representative persons of the school system and the Bureau of Education, and other bureaus of Government departments, of parent-teacher associations, and of civic organizations. Frequently there have been observers representing magazines, clubs, and out-of-town organizations who have reported on the work.

To ascertain the nature of reviews used by classroom teachers after film lessons, a tabulated form was issued. A specified type of review was requested once during the year of each grade to be sent in. The reaction of pupils and teachers to the work has at all times been very splendid, the general feeling being that what has been carried out this year has been decidedly vitalizing and helpful and a step forward which it is desirable to amplify.

During the year the following organizations have requested a talk on visual education at their meetings: Johnson-Powell Mothers' Club, Bryan Parent-Teacher Association, Kendall School for the Deaf, Anthony League, and Chevy Chase Community Club.

Considerable correspondence has been necessary in acknowledging the loan of film material and reporting on the nature of its use. Requests for information and questionnaires from a number of cities have been answered in detail.

Research has been carried on all through the year on the subject of visual education, all available matter being studied, including books by J. J. Weber, University of Kansas, and by H. N. Freeman, University of Chicago; the Berkeley Monograph; the two journals devoted to this subject, Educational Screen and Visual Education. A private course has also been taken with Laura Thornborough who is to give a course at the summer session of George Washington University on Visual Aids in Education.

During January arrangements were made by the visual-education instructor for upper-grade pupils of 20 of the white and colored schools to hear a talk on "Our National Forests" by a representative of the Forest Service, illustrated with colored slides. This was made possible for over 4,000 pupils of schools not included in the motion-picture program by making arrangements whereby a portable projector was taken to buildings provided with electricity.

As there has been but one individual to carry out the visual education program during the year 1923-24, the foregoing has been the extent of work possible of accomplishment. Provision for transportation would have aided the work materially.

There are various phases of visual education which should be developed in our schools: it is therefore expedient that extension of the work go forward. These are some objectives for future development:

1. Building up a technique of using such visual aids as stereographs, slides, pictorials, models, museum material, etc.
2. Forming a distributing center for certain kinds of visual aids, working out the housing, transportation, and container problems.
3. Assignment of special teachers for instruction at museums, public buildings, and for other field excursions.

The matter of circulation of museum material taken up at the National Museum did not give promise of any immediate development, unfortunately.

Mention should be made of the splendid service of the Public Library in circulating loose pictures in recent years, which has been of great value to the schools.

The program in visual education carried on this year would not have been possible without the valuable assistance rendered by the Crandall Theaters through their ably directed public-service and educational department.

In view of the needs as submitted, I recommend that at least one teacher be assigned to make possible an extension of the work in visual education.

ELIZABETH DYER,

In charge of visual education, divisions I to IX.

VISUAL EDUCATION, DIVISIONS X TO XIII

To the Superintendent of Schools:

SIR: I herewith submit my report on visual education for the year 1923-24.

The first motion-picture lesson for schools of Divisions X to XIII was given at Lincoln Theater (by kindness of Mr. Crandall) on Thursday, October 18,

1923. There being only one Crandall theater available for this group, I made arrangements for the use of seven others, colored, thus providing accommodations for practically all pupils of schools within city limits. Later two of these were discontinued, but pupils were taken care of elsewhere. Later still one was closed down, barring the pupils of four buildings from these lessons.

Use of theaters other than Crandall's entailed the necessity of securing material for my lessons. In doing this I met with the helpful cooperation of the Government departments and bureaus, the Bureau of Commercial Economics, the Canadian Pacific Railway, and some commercial concerns. Slides used in connection with films were freely loaned by the community-center department. Slides were also loaned me by the Canadian Pacific. Pictures used were correlated with the regular grade work, classroom reactions being left to the judgment of the teacher.

Special pictures shown were *Ask Daddy* and *The Fly*, in cooperation with the Washington Safety Council and the Bureau of Public Health in preparation for Health Week.

On Monday, January 14, 1924, I met in conference with Miss Dyer and Mrs. Chipley, the latter a Bureau of Forestry employee, and arranged for slide lectures by Mrs. Chipley at five schools in the outlying districts. A splendid Czechoslovakian picture was obtained through the courtesy of Mrs. Locher for use in the Dunbar and Armstrong High Schools. I am indebted to Mrs. Locher for the use of several other pictures belonging to the embassies.

One hundred sixty-seven motion-picture lessons were given, with 34,549 pupils present, an average attendance of 209.3. These figures include the pupils of Randall Junior High School, who attended throughout the school term. Slide lessons were given (by myself) at some schools not attending the theaters. Four such lessons I gave at the Harrison Health School. I also cooperated with the principal of the Children's Temporary Home School by securing and arranging slides for him for lesson purposes. In cooperation with the community-center department I arranged and gave visual-education programs to pupils after school hours as well as to community groups at night.

Talks on visual education were given to building groups of teachers, community-center groups, at the New Bell Parent-Teacher Association meeting at a special gathering at the First Baptist Church and at a ministers' conference meeting.

A committee on visual education was appointed by Mr. Wilkinson early in the school year. This committee has rendered valuable aid in suggesting subjects for picturization.

On taking up the work as visual-education instructor I felt the need of further enlightenment. I felt that such enlightenment could best come from some actual worker in this line, who had developed the work in his own school system and who was making a success of it. Accordingly, on November 7 to 9, 1923, I visited Newark, N. J., for observation purposes. I had a lengthy interview with Mr. Balcom, who is an assistant superintendent of the public schools and who is also head of the visual-education department. I visited one of the schools and observed three lessons given by as many teachers. These lessons were given to classes rather than to large groups. Doctor Balcom has built up what is considered one of the best visual-education departments in the country. I have not regretted my trip.

In further preparation for my work and for improvement I have read and studied the following: A work on visual education put out by the Keystone Co. and composed of valuable articles on the uses of slides and stereographs in visual education, written by well-known educators: *Visual Education*, by Frank N. Freeman; *Motion Pictures in Education*, Ellis and Thornborough; *Joseph J. Weber's Comparative Effect of Some Visual Aids: Course of Study Monographs*, Anna V. Dorris; *Place of Moving Pictures in Visual Education*, Fred Dean McCluskey; *Visual Instruction Handbook* and other pamphlets dealing with various phases of the subject; and the *Educational Screen*, leading visual education periodical. I have also corresponded with heads of departments in other cities.

I approve of equipping the buildings with projectors for slides; stereographs, slides, pictures should be procured. Some schools were equipted to a greater or less degree during the school year; others are planning to purchase material.

The Keystone "600" Set and the Primary Set (stereographs and slides with stereoscopes and stereopticon machines) have been purchased by the following schools: Sumner-Magruder, Stevens, New Bell, and Garnet-Patterson. Cardozo-Old Bell, Lovejoy, and Garrison have purchased a part of this equipment.

A number of visual-education lessons have been given by these buildings before their parent-teacher associations. The material has been used in regular classroom work. Supervisors, pupils, and teachers are enthusiastic over the possibilities therein. I have made a special effort to encourage the purchase of visual-education material for classroom or building use. Early in the school year demonstration lessons using these aids were arranged for and given by an expert. As a follow-up, conferences were held with building groups of teachers, as far as my time would permit. The results have been gratifying. That this work be extended to all buildings electricity with plugs at convenient places should be given.

Arrangements should be made, if possible, whereby schools far distant from the theater might have the benefit of the motion-picture lessons. Grades below the fifth should be included in our program. It was possible to give only two lessons to the third grades and four to the fourth grades.

I recommend that a visual-education library be started, this library to contain special slides, sets of slides, pictures, photographs, models, etc., for classroom use and, in time, a film section which shall contain motion pictures needed for the work but not available to us because they are not on the free list and there are no funds with which they may be rented.

I recommend the appointment of a teacher who will assist in the work of extending visual-education service to more grades and more schools than are now reached, help improve this service, and aid in developing a worth-while department of visual education which will compare favorably with that of other cities.

Respectfully submitted.

REBECCA J. GRAY,

In Charge of Visual Education, Divisions X to XIII.

THE COACHING CLASS AT THE GALES-BLAKE SCHOOLS

The superintendent includes in his annual report reports from Mr. S. M. Ely, supervising principal of the fifth division, and from Miss Emma Hood, teacher of the coaching class in the Gales-Blake Schools. These reports are included to illustrate an attempt which is made to adapt the school system, or to modify the organization of a school, to the needs of pupils with unusual educational needs. All such attempts are highly commendable.

MR. ELY'S STATEMENT

To the Superintendent of Schools:

SIR: I am taking pleasure in transmitting herewith the report of Miss Emma Hood, teacher of what we have been in the habit of calling a "coaching class" here at the Gales. This class was organized by me some years ago for the purpose of admitting overage and oversize pupils who would be embarrassed by being admitted to classes where their lack of scholarship would necessarily place them. We have tried to see to it that the pupils admitted possessed at least average ability, so that they might, because of their maturity, make more rapid progress than in a regular grade. We have endeavored to keep the enrollment somewhere from 20 to 30, and I have noted that these 20 or 30 pupils have gained 40 to 60 promotions throughout the year, thus making the school an economic saving as well as a source of comfort to the type of pupil enrolled.

The pupils specially designated in Miss Hood's report this year, except in one instance, are of foreign extraction. These are all cases that could not be fitted into the hours of the Americanization school. The admission of each one has been fully justified by the results.

Respectfully submitted.

S. M. ELY,

Supervising Principal Fifth Division.

MISS HOOD'S STATEMENT

To the Supervising Principal Fifth Division:

SIR: Forty-eight pupils were enrolled in the coaching class in the Gales School during the school year of 1923-24.

A Greek boy, 14 years old, with no knowledge of English, entered the class in September. He was promoted to a 7-A grade in a regular school June 18.

A Chinese boy, aged 14, was enrolled in September. He will be able to enter a regular 6-A grade next session.

A native of Poland, aged 15, was transferred to my class on January 16 from a 6-A grade because of backwardness in English composition. He will return to a 7-A grade in the same school in September.

An Italian boy, 15 years old, just from the "old country," after studying in my class 24 days was transferred to a 2-A grade in a school nearer his home.

On January 9 a girl 12 years old from the mountains of Kentucky entered my class. She was able to do 3-A work in a regular class, except in arithmetic. When she returned to her home the last of May she was able to do 5-A work in arithmetic and 5-B work in other classes.

A Chinese boy, about 14, came to me on March 24. He is now able to do 2-A work.

Two Italian boys, aged 9 and 11 years, entered my class on April 1. They were promoted to 2-B and 3-A classes in a regular school.

An American boy, aged 13, was transferred to me from a 7-A class on April 14 because he wished to enter an 8-A grade in September. By studying in a summer school I am sure he will be able to enter that grade.

I might mention other pupils who have also made good progress.

Very respectfully yours,

EMMA HOOD, Teacher.

INSTRUCTION IN THRIFT

To the Superintendent of Schools:

SIR: Herewith I submit numerous tables designed to show accomplishments for the school year 1923-24 through use of automatic receiving tellers in many elementary and in two junior high schools of the city.

These tellers, which are self-vending stamp machines, are one of the practical means we are now using in the schools in an effort to teach thrift and to develop the habit of saving. The plan pursued is for school authority to permit a local bank, which owns the automatic receiving teller, to place the machine in a particular school and to operate it for the mutual advantage of school and bank.

Two groups of statements are furnished. From one you will learn what banks take part in this activity, the amount each bank has collected from each of its schools,^s the aggregate amount each bank has collected from all of its schools and the number of schools each bank serves, all for the school year just ended. In the other group you will find all schools with tellers grouped by divisions, enrollment given, total teller collections named for each school, and a summary,^o recapitulating by divisions information as to collections, number of schools with tellers, and enrollment of such schools. You will note that the deposits made by 86 schools during the year amounted to \$45,580.74. The number of tellers is approximately 90. I can not state positively the exact number, as a few group schools have made a merged report rather than a separate report for each teller.

During the year tellers have been placed in six schools, not before supplied. These are: Ludlow, Phillips, Birney, Bell (new), Cardozo, and Randall Junior High. On the other hand, one bank, which served five schools, went out of business. Its affairs were taken over by another bank and the policy of the acquiring bank as to school tellers is as yet undetermined. Meanwhile, the tellers at these five schools—Adams, Dennison, Force, Franklin, and Thomson—have been inactive.

This year has brought out first experience with thievery in connection with the tellers. In two or three instances schools have been entered and tellers carried off bodily. In other cases machines have been damaged more or less seriously by miscreants in efforts to force them open. Seven schools in widely scattered regions have suffered from attempted or successful robbery of this sort. Bank loss has been covered by insurance in some cases and probably in all. New tellers have been supplied to some of these schools, but not to all of them.

In general there is good reason for congratulation over the accomplishments of the year. There is a wider difference, however, in the achievements of different schools than one likes to see. Different causes lead to these varying

^s Not published in this report.

^o Only this summary is published in this report.

results. Without enumerating these causes, it seems sufficient to say that teacher and bank representative are both essential factors to a real success. Interest, suggestion, stimulation, and service must all be supplied. The bank must give interested service and with a dependable regularity. Helpful stimulus and encouragement must come from the teacher. The very happy experience of numerous schools has conclusively demonstrated that good teamwork between teachers and bankers is sure to bring most gratifying results.

Most of the tellers now in our schools were placed at about the same time and as a result of the first effort to secure tellers for as many schools as possible. Their installation in other schools not already equipped and in new schools as they are opened may well be encouraged. The question of such extensions will only arise occasionally and as individual cases.

In order, therefore, to insure full knowledge and proper directive control of future developments, I make this recommendation: That hereafter the installation (not the replacement) of a teller in any school may be made only after securing the approval of the superintendent of schools and that all requests for such approval be made in writing by supervising principal or principal, countersigned by supervising principal.

Very respectfully,

E. G. KIMBALL,
Supervising Principal.

*Savings through automatic receiving tellers, year of 1923-24. by divisions.
Also number of schools supplied with tellers and aggregate enrollment of
such schools*

Divisions	Amount collected	Schools having tellers	
		Number	Enrollment
<i>White</i>			
First	\$2,321.86	10	4,153
Second	1,466.38	5	2,250
Third	2,713.27	8	5,140
Franklin-Thomson		2	633
Fourth	7,866.19	7	2,828
Fifth	10,148.44	10	5,035
Sixth	7,918.39	14	5,380
Seventh	3,603.76	10	4,245
Eighth	4,035.82	6	2,837
Total.	40,074.11	72	32,510
<i>Colored</i>			
Tenth	685.41	4	2,762
Eleventh	1,703.76	3	2,989
Twelfth	616.59	1	668
Thirteenth	1,785.76	4	1,636
Junior high (2)	715.11	2	815
Total.	5,506.63	14	8,870
Divisions 1 to 9	40,074.11	72	32,510
Divisions 10 to 13	5,506.63	14	8,870
Grand total.	45,580.74	86	41,380

OPEN-WINDOW ROOM, BLAKE SCHOOL

The superintendent takes pleasure in mentioning in his report any unusual or especially significant feature of the school system, or especially meritorious work of any teacher or officer. The "open-window room" at the Blake School is worthy of such mention, and the work of Miss M. M. O'Brien is meritorious and praiseworthy. The statement of Mr. S. M. Ely, supervising principal in charge, and the annual report of Miss O'Brien are presented herewith.

STATEMENT OF MR. ELY

MY DEAR DOCTOR BALLOU: I am taking unusual pleasure in transmitting herewith the annual report of Miss M. M. O'Brien, teacher of the "open-window room" at the Blake School.

This special "fresh-air" or "open-window room" was organized by me late in Mr. Stuart's administration as superintendent for the purpose of demonstrating the need in Washington of special health schools. The work done in this room and the publicity received helped to secure the support of the public for our health school now located on Bladensburg Road for divisions 1 to 9, inclusive, and a corresponding school for divisions 10 to 13, inclusive. Reports have been made each year to show the work done and the progressive development. Throughout the present year the varied work done in the open-window room has been more successful than ever before. The report of Miss O'Brien is fascinating in its professional interest as well as showing wonderfully practical results. I hope you will find time to read the general report as well as the statements about individual pupils showing the physical corrections which have been made. Please note also the pictures from the press showing local publicity. I know that the influence of this school has had a most wholesome effect on classroom management in each of my buildings, and I presume it has had a like effect throughout the entire city.

I am pleased to report that Miss O'Brien, under my encouragement and also the encouragement of Doctor Stoneroad, entered the scholarship competition offered by the American Child Health Association. I am glad to record that Miss O'Brien won the scholarship, which is valued at \$500 and which she is taking in two summer courses in New York.

In conclusion I can not praise too highly the wonderful achievements which Miss O'Brien has made in giving individual instruction in regular school subjects as well as in items of corrective health. We are also under great obligation to the Association for the Prevention of Tuberculosis for its continued support of this school.

Respectfully submitted.

S. M. ELY,
Supervising Principal Fifth Division.

STATEMENTS OF MISS O'BRIEN

MY DEAR MR. ELY: The following is the annual report of the open-window room, Blake School:

The open-window room of the Blake School has many new achievements to its credit for the year 1923-24.

A course in occupational therapy was introduced, supervised by Mrs. M. R. Snow of the domestic arts department. Every Monday morning from 9 to 10:30 work for this class was planned and distributed by Mrs. Snow. During the week, instead of so much intensive seat work, this industrial work was carried out by the children.

An exhibit was held in April showing what the school had accomplished. Towels, laundry bags, shoe bags, doilies, scarfs, and the like were made by the girls, while wooden toys, models of ships, airplanes, and heroes of history were made by the boys.

The boys' class also had a radio exhibit. This was held in March and 21 radios were shown. Each boy made his own set which was tested in the room and then taken home for the use of the family.

Materials for these exhibits were furnished by the Association for the Prevention of Tuberculosis having been purchased from a "petty cash" fund of \$10 a month allowed by Mr. Walter S. Ufford, secretary of the association, for "extras" for the room. A report of expenditures is rendered every month.

Sixty half pints of milk and eight loaves of raisin bread are delivered to the room every morning through the Tuberculosis Society. Using the milk as a base, a cream soup is served in the mid-morning during the winter, substituted by cocoa as the days grew warmer. In the mid-afternoon milk and bread are served.

Cots and blankets form part of the equipment of the room and every child has a 20-minute rest period each day.

A clinic was held every Monday afternoon from 2 to 3 to which the public was invited. Parents often came, and Dr. Harry Ong presided over special clinics. Miss Nathalie Clapham, of the domestic science department, conducted these clinics.

Dr. Louise Taylor Jones, having been interested in the causes of absences in public schools, frequently visited the class and reports that statistics show this class to have fewer absences than any other school included in her survey.

There were but two colds in the year, and both of these occurred over a holiday period. There were no contagious diseases, no accidents, and not one case of truancy. Absences generally were caused by overindulgent parents taking children shopping during school hours or allowing a child to remain home to help about the house.

Having enlisted in the American Child Health Association scholarship contest, I worked out a program of "health-defect correction." A detailed account supplements this report.

During the year there were three active cases of tuberculosis found in the room.

One was transferred to the Hamilton School October 30, 1923.

The second was also transferred to the Hamilton School, but his parents refused to send him. He was put under the personal care of Dr. _____ October 9, and on March 23 he was returned to school with his case sufficiently arrested to permit his return to a school of this type.

The third was discharged December 20 and put under the care of the family physician. He was returned February 4 as recovered.

An effort was made this year to include in the class only those children who were 10 per cent or more underweight. This plan was put into effect as far as possible. Some requests from parents for admission of extremely nervous children were granted by Miss Emily Scrivener, the administrative principal. In each case, however, the true condition was investigated by Miss Scrivener.

There was a new plan of discharge also adopted. As soon as a child reached normal weight he was watched for three weeks and discharged to his regular grade. Inquiry shows there is not one case of retardation of these pupils in their regular grade.

The three classes represented in this room were sent to the grades to take the tests sent by Mr. Ely to the fifth-division schools. The average attained by these children in all cases equaled the corresponding regular grade, and in a number of cases surpassed it.

Edward Heller, of the sixth grade, won honorable mention in the fifth division for his essay on "Safety first."

The present enrollment of the open-window room is 27. All but 2 have met the requirements necessary for promotion to the next higher grade.

Nine certificates for "perfect-health child" have been awarded in this class. These children having reached normal weight for their height and age and have no physical defects.

A height-weight chart of the children of the clinic accompanies this report.

Twenty-two of the present enrollment of 27 were clinic members. In every case the chart shows a decided gain.

Respectfully submitted.

M. M. O'BRIEN,
Teacher.

REPORT ON INDIVIDUAL CASES OF HEALTH CORRECTION

The following is a report of individual cases of health correction in the open-window room, Blake School, Washington, D. C.:

1. ADENOIDS AND TONSILS

A. Age 11 years.—Mother sent for and agreed to carry out the doctor's recommendation. Tonsils and adenoids now removed.

B. Age 12 years.—Run-down condition due to diseased adenoids and tonsils. Mother agreed to have them removed. Tonsils and adenoids removed; child taken to country for remainder of year.

C. Age 12 years.—Found to have catarrh of the throat as well as diseased adenoids and tonsils. Mother refused to have throat touched. Mother weak. Gives child his own way.

D. Age 11 years.—Mother and father ready and willing to cooperate. Will have tonsils and adenoids removed. Parents had operation performed by one of the clinic graduates.

2. EYE DEFECTS

E. Age 12 years.—Astigmatism. Sister Louise, Providence Hospital free dispensary, invited the children of this room to go to the eye, ear, and throat clinic every Thursday. E's mother wished E to attend. E has been fitted with glasses and eye tests in June showed right eye 10/10, left eye 10/10.

F. Age 11 years.—Inflamed eyelids. Salve recommended. Also have bangs cut short. June examination showed eye cured.

3. OVERDRY SKIN

G. Age 11 years.—Feet, face, and hands split in many places. Often stays home because of condition of soles of feet. Applications of "fat," as lard, etc., recommended.

4. EXTREME ENLARGEMENT OF RIGHT BREAST

H. Age 12 years.—Englarged breast not unlike a tumor. Violet-ray treatment through courtesy of Christ Child Society. Condition much improved. Expected to be removed by September.

5. WEAK HEART

I. Age 11 years.—Heart trouble. Mother very cooperative. Agreed to take him to family doctor. Cause largely due to coffee. Cause now removed, and boy much improved.

6. CATARRH OF THROAT

C. Age 12 years.—This boy mentioned before as having diseased adenoids and tonsils. Condition very bad. Mother does not cooperate.

7. DENTAL CASES

Children whose names follow had need for dental work through the school clinic:

- J. Age 9 years.*
- K. Age 11 years.*
- L. Age 11 years.*
- M. Age 12 years.*
- N. Age 11 years.*
- O. Age 12 years.*
- P. Age 12 years.*
- Q. Age 10 years.*
- R. Age 11 years.*
- S. Age 9 years.*

Arrangements were made with the Henry-Polk Dental Clinic to take these cases twice a week until work was done. Doctor Lesley has completed the work in this class.

Three other children also had decayed teeth. One attended clinic of Christ Child Society. One goes to own dentist. Another goes to own dentist.

The foregoing cases are ones which needed fillings and treatments.

Name	Age	Height	Weight October, 1923	Should weigh	Weight June, 1924	Gain
<i>Boys</i>						
W. A.	14	65	92	117	112	20
R. C.	14	60½	89¾	96	94½	4½
N. C.	9	52	55	64	57½	2½
V. B.	11	52	59	66	66½	7½
E. C.	14	57	62½	82	72	9½
L. C.	11	53	57	64	64	7
W. F.	12	57	69	83	74	5
J. M.	15	56	74	80	76	2
J. R.	10	57½	75	83	81½	6½
E. W.	11	53½	66½	73	70½	4½
B. V.	11	57	68½	82	72	3½
E. H.	11	55	70	76	77	7
D. D.	11	57½	72	84	85	13
<i>Girls</i>						
M. A.	9	48	41	52	46½	5½
L. B.	11	56	74	78	78	4
B. B.	10	49½	51¾	71	55½	4½
R. D.	13	55½	59½	71	69½	10½
E. F.	11	55	70	74	74½	4½
H. M.	9	52	55	64	59	4
L. S.	12	55½	61	78	70	9
R. S.	11	53	56	68	67½	11½
M. T.	11	54	62½	71	73½	11

Respectfully submitted.

M. M. O'BRIEN, Teacher.

SCHOOL GARDENS AND NATURE STUDY, DIVISIONS I TO IX

To the Superintendent of Schools:

SIR: I inclose the report of the garden and nature work as conducted by the special teachers of the school-garden corps under the direct supervision of the head teacher, Mrs. E. K. Peeples. The report, prepared by Mrs. Peeples, has my approval and is much more valuable than any that I might submit. I would emphasize the need of larger funds to enable us to care properly for school lawns and individual school gardens. In submitting estimates for the next appropriation bill I called attention to this need.

I am pleased to bear witness to the faithful work done by the garden teachers under the inspiring leadership of Mrs. Peeples. I sincerely hope that the work they are doing may receive proper recognition by the creation of a "department of nature study and gardening."

Very truly,

B. W. MURCH,
Supervising Principal, in charge of School Gardens.

To the Superintendent of Schools:

SIR: In the sessions of the National Conference on Outdoor Recreation recently held in Washington, speaker after speaker emphasized the fact that the greatest hope for the conservation of scenic beauty, forests, and wild life in our country, and for the building of a higher type of American citizen, lies in teaching nature study in the schools. Among the resolutions adopted by the conference was one to the effect that nature study be taught in all public schools. It is therefore with an increased appreciation of our responsibility, and of the sacredness of our trust, that I report the work of the nature-study corps for the school year about to end.

Nature study is preeminently visual education. It constantly employs the project method. These statements hold for all our class work. Last November the nature-study corps produced a pageant, the largest project it has ever undertaken, thereby furnishing to the general public visual education in the aims and work of our department.

This year our course of study has been modified from time to time to make the work of our special corps lead naturally from the nature study of the primary grades to the general science of the junior high schools. Though under existing conditions seventh and eighth grade classes can be given only

one lesson in science to every six taught in the junior high school the two courses of study have been made to correspond as nearly as possible.

The addition of 2 teachers on February 1 brought the total number in our corps to 14. At the same time fourth grades were added to those already being given special instruction in the subject.

In addition to indoor lessons taught every two weeks from December 1 to April 1, and every three weeks during the remainder of the year, the nature teachers have taken 148 classes on field trips and 51 classes on museum trips. Children in nature-study classes of the schools have constructed 1,361 bird houses, engaged in a campaign against rats and mice which exterminated 2,664 of these pests, organized 12 bird clubs, improved 7 school lawns, and constructed so many radio and homemade telegraph sets that it was impossible to keep a complete record of them.

As in previous years we have had the cooperation of the United States Department of Agriculture, the Museum, the Audubon and Wild Flower Preservation Societies, the telegraph and telephone companies.

During the summer of 1923 the 10 school gardens made the following record:

Total number of plots-----	415
Total number of children-----	412
Average daily attendance-----	163
Total market value of crops-----	\$1,550.19

It is with sincere regret that we report a decrease in acreage in the school gardens. The Ludlow garden, the largest on the school garden list, was on privately owned ground which was sold last spring for building lots. After a careful survey of vacant ground near several school buildings a new garden was made at the Webb School. This garden is only about one-fourth as large as the Ludlow garden which it replaces. The continued loss of school gardens through the sale of lots on which they are located emphasizes the need of school-owned garden sites. If Congress could be brought to recognize this need before the growth of the city has eliminated all vacant lots near school buildings, an inestimable gain would have been made for the school-garden cause in Washington.

It is the belief of those in charge of nature study and school gardens that our department should superintend the beautifying of school lawns, and the care of hedges about school property, and that it should establish special class work in gardening in addition to the regular summer gardens—as, for instance, flower borders at each building for primary grades. To carry out these plans we are this year asking for an appropriation of \$5,000. In view of such possible enlargement of the gardening program, and the desirability of increasing the fifth and sixth grade nature-study work next year to one lesson every week, we hope for an addition of three new teachers to our corps at the opening of the next school term. We trust that the need of these increases in finance and personnel may seem as advisable to the superintendent as to those daily engaged in the work.

The debt which our corps owes Mr. Murch for his unfailing kindness, his enthusiastic support of all our projects, and his wise counsel can not be overestimated. No less do we appreciate the good will and interest of Mr. Haycock and the superintendent.

Respectfully submitted.

ELIZABETH K. PEEPLES,
Teacher in Charge.

STATISTICAL INFORMATION ON SCHOOL GARDENS, SUMMER OF 1923. DIVISIONS I TO IX

Number of gardens: 10.

Location: Near the following school buildings: Buchanan, Burroughs, Cooke, Fillmore, Hubbard, Ketcham, Reservoir, Wallach, Webb, Wilson Normal.

Size: Burroughs, 13,920 square feet; Buchanan, 12,500 square feet; Cooke, 9,271 square feet; Fillmore, 12,975 square feet; Hubbard, 1,540 square feet; Ketcham, 9,660 square feet (approximately); Reservoir, 5,292 square feet; Wallach, 2,200 square feet; Webb, 6,000 square feet (approximately); Wilson Normal, 15,860 square feet.

Whole number of individual plots: 371.

Number of children receiving instruction: 371.

Boys and girls: All boys until close of school. About equally divided during summer.

Grades: Seven 6-B's, seven 6-A's, six 5-B's, three 6-AB's.

Months when gardening is done: April 1 to October 1 (except from close of school to July 1 and from September 1 to opening of school).

Weekly periods: Ninety minutes per week while school is in session. One hundred and eighty minutes per week during vacation.

Plan for future work: A flower border for primary grades at every building.

During period from October 1 to April 1 garden teachers devote entire time to nature-study lessons. After gardens open time is divided between the two.

Five teachers in charge of the summer-garden work, and one laborer.

ELIZABETH K. PEEPLES.

SCHOOL GARDENS AND NATURE STUDY. DIVISIONS X TO XIII

To the Superintendent of Schools:

Sir: I am pleased that I have the honor to report the progress of the work done by the nature study and school garden department of the tenth to thirteenth divisions during the school year 1923-24.

With a staff of eight teachers we were able to cover 36 school buildings, working them on a five-school-day program. This five-day program ran throughout the school year except the months of January and February, when, of course, four of the teachers who worked during the summer went on their vacations. During the months of January and February we work a 10-school-day program. The progress of this year over previous years is that we have been able to teach twice as many indoor lessons, except during the months of January and February. This not only gives the child more knowledge of nature but prevents the possibility of him growing stale in the subject.

We have been able to work into our course of study several lessons of general-science nature. Lessons of this nature were given in the seventh and eighth grades.

We are of the opinion that the work of this department has reached the point where it is worthy of receiving a place on the pupil's report card. I recommend this in the spirit of advancing the work. It will at least add dignity to this activity.

It is with much regret that I must report that we were unable to hold our annual exhibition last year. This was due to the fact that we had no suitable place in which to hold it. The exhibitions grew so from year to year that the space here at Armstrong became too small. We made the usual number of bird houses and nature charts during the year in spite of the fact that there was no available space for exhibiting them. Many of the bird houses were distributed throughout the country. There were about 30,000,000 bagworms collected from our trees by children in a bagworm campaign.

The growth of these nature exhibitions has been so marked and the educational value so important that some provision should be made for a special building for such activities where the best of these charts and bird houses may be kept permanently. It is a certainty that they have outgrown our present place of exhibition.

We were able to give instruction in gardening to about 1,500 pupils from April 1 until the close of school in June.

These 1,500 pupils planted and cultivated about 6½ acres of land. Much of this land is rented. The location and size of the gardens are as follows:

Rented gardens

School	Location	Size
Armstrong High	Eighth and Euclid Streets NW	60,000
Armstrong High	Military Road	65,000
Burrville	Sheriff Road near Division Avenue	25,000
Birney	Near school	16,200
Phillips	Twenty-seventh and K Streets NW	8,500
Mott	2458 Eighth Street NW	20,000
Garnet	2458 Eighth Street NW	15,000

Gardens on school property

School	Size	School	Size
Garfield.....	Sq. ft. 18,140	Crummell.....	Sq. ft. 7,500
Reno.....	14,600	Deanwood.....	11,500
Bunker Hill.....	4,500	Military Road.....	4,500

After July 1, when our teaching force is cut in half, we divide the land up into small plots and assign each plot to a child. With such arrangement we were able to give instruction to 350 pupils.

The cash value of the produce raised from the 6½ acres of land is estimated at \$3,575.47.

We are of the opinion that the appropriation for this work should be many times larger and that the entire superintendency of the lawns, flower beds, and hedges should come under this department. The present appropriation is scarcely enough to cover manure for the lawns about our schools and the school gardens. With our present organization we are hoping to do much more in the way of improving the outside of our buildings.

Respectfully yours,

P. J. RAYFORD,

Director of Nature Study and Gardening, Divisions 10 to 13.

EDUCATIONAL RESEARCH, DIVISIONS I TO IX*To the Superintendent of Schools:*

SIR: I herewith submit the report of the work in educational research as carried on under my direction for the school year 1923-24.

The ultimate success of any comparatively new work in education is dependent upon the enlightened public opinion one can get back of the work, the degree to which one enlists the cooperation of principals and teachers, as well as the extent to which one can train people to actively assist in the carrying on of such work.

There have been, therefore, three lines of activity conducted this past year:

- I. Publicity.
- II. Teacher training.
- III. The administration of tests and measurements and subsequent reclassification of pupils.

I. PUBLICITY

One hundred and five addresses on the value of standardized tests in education or allied subjects have been given to such groups as mothers' clubs; parent-teacher associations; citizens' associations connected with elementary, junior high, and high schools; civic, collegiate, literary organizations; teacher groups, such as the Secondary Teachers' Club, the Administrative Principals' Association; and phases of the work have been presented also to various elementary-teacher groups in the other supervising principals' divisions.

II. TRAINING FOR PRESENT AND FUTURE NEEDS

A. Under the extramural department of Columbia University three courses of 30 hours each were given Saturday mornings for which students were granted two points of college credit per course.

The course, psychology and treatment of exceptional children, was given in the fall to teachers from Divisions X to XIII and enrolled 168 students.

This was followed in the spring by an intensive course in the use of intelligence tests and limited in membership. Thirty were enrolled.

A course in the use of tests and measurements in education was given to teachers in Divisions I to IX, which enrolled 128 students.

The far-reaching effect of this work may be appreciated when note is made of the fact that the personnel of this group includes 3 supervising principals, 29 administrative and teaching principals, 2 directors of departments, 3 assistants in departments, and 6 normal-school teachers.

Through such avenues it is possible to quickly permeate a school system with a knowledge of the work and provides many people with first-hand information for clearing up misconceptions and misunderstandings which are bound to arise in the installation of any fairly new type of procedure.

Furthermore, since the courses included practical work in giving, scoring, and interpreting test results, it has equipped a large number of teachers and principals to carry on test programs in their respective rooms or buildings and to interpret the results.

B. Training of Wilson Normal School students. The splendid cooperation of Miss Anne Goding, principal of the Wilson Normal School, and her staff of teachers, particularly those two who have been most closely connected with the work in psychology and with measurement, Miss Mary Breen and Miss Elizabeth Hummer, has been the factor contributing most largely to the success of the year's work.

Every member of the senior class has had opportunity to give and correct intelligence and achievement tests. A plan was devised whereby students were released in small groups of from 2 to 16 for intensive work with the supervising principal in charge of research, as their academic and practice conditions permitted, for periods varying from two days to several weeks.

This made possible not only the giving and scoring of thousands of tests but turns into the schools 55 teachers who have had not only an exceptionally strong theoretical course in the normal school but actual practice in administering tests, interpreting results, and in some cases in the use of simple statistical procedures.

C. Another factor contributing largely to the success of the year's work was the unusually fine spirit of cooperation of the directors of primary and of kindergarten instruction, Miss Rose Lees Hardy and Miss Catharine Watkins.

With them a plan was worked out whereby 28 teachers from these two departments whose children were on part time came once a week for instruction in tests and measurements and devoted another period a week to giving tests and scoring them. Through the zealous work of this group no less than 500 kindergarten children and as many primary children were tested and reclassified.

III. THE ADMINISTRATION OF TESTS AND MEASUREMENTS AND SUBSEQUENT RECLASSIFICATION OF PUPILS

The third phase of the work has been the use of standardized intelligence and achievement tests on the basis of which, in connection with other pertinent information such as physical condition, emotional stability, former school experience, character traits, and teacher judgments, reclassification, promotions, and curriculum modifications have been made.

A. The reclassification of children into more homogeneous groupings was difficult due to three factors peculiar to the Washington situation:

1. The salary schedule this past year differed in the various grades so that it was not possible to change a school's organization as, for instance, by heavy promotions from the third grade, making three fourth grades and one third grade where previously there had been two of each grade unless there were an available salary for this advanced grade. On several occasions the promotion of bright children had to be curtailed owing to this administrative difficulty. Fortunately the new salary schedule eliminates this difficulty.

2. A second difficulty was the prevalence of the small school building with but a single room for each grade, so that the only way to get a more homogeneous grouping of children on the basis of similarity in mental age was by extra promotion instead of the frequently adopted plan of a parallel grade of rapid learners. However, the general consensus of opinion among educators and psychologists is that this is highly desirable in the lower grades with a curriculum composed largely of drill subjects. The opinion is somewhat divided, however, as to the best policy for the upper grades where instead of rapid advancement some favor an enriched curriculum.

3. The Washington public schools, however, are so hampered by lack of funds as to make adequate provision for the usual progressive curriculum, supplementary materials, and enrichment impossible, so that to consider further curriculum enrichment for gifted children was out of the question, and, in the main, adjustments had to be through rapid advancement in the upper grades as well. This has meant an unusually large number of double promotions and mid-semester promotions.

This is not new in Washington. I have, however, no data as to the extent, but inspection of test results as to overage ness of bright pupils in all grades

leads me to suspect that it had not been so generally practiced as it has been in other cities. This may account for the attitude of some parents that we were trying a dangerous experiment.

In communities where extensive investigations have been made, the popular notion of supposed ill effects following rapid advancement of bright pupils has been exploded. Such cases are not at all frequent in occurrence, but rather, contrary to popular notions, results have been shown to be on the whole salutary.

B. Few demotions have been made at the reorganization periods, but the dull children have been retained at the close of the semester in that same grade where the formation of opportunity classes has not been possible (due again to teacher-salary shortage or room shortage).

This formation of opportunity classes smaller in size than usual grades, so that more individual attention could be given and adaptation of curriculum made, has proved exceedingly successful. Two such classes were organized at Dennison School, one at John Eaton, and another at Wheatley.

Contrary to prediction, parents of these pupils are not only satisfied but are most happy over the classification, some having expressed deep gratitude for the change it has wrought. May I quote from a letter received from Miss Josephine Burke, principal of John Eaton School:

"The formation of these opportunity classes for children who are slow and have always been drags in their grades has proved a boon to all concerned. These children who have suffered the discouragement and humiliation that came from constant failure are gaining confidence in themselves and are taking prominent parts in schoolroom exercises. For the first time in their school career they are knowing the joy of success."

Similar reports come from the other schools. The teachers of the rooms from which these children were recruited express their happiness over being able to conduct the work of their room without the continual drag of children trying to do what, through no fault of theirs, they are unable to do because of lack of mental ability.

The need for the establishment of more of these classes is urgent. In buildings such as West, Peabody, Hilton, Johnson, and Cooke, where there are at least two rooms for each grade, it was possible to divide the children into a slow and rapid section. Always where possible such division has been made.

C. Extent of testing.

1. *Second division.*—Due to the delay caused by redistricting and lack of appropriation for office and workroom equipment and for test materials, the work was several weeks late in getting started, but by the end of the fall semester a survey of the entire district—Dennison, Cooke, Morgan, Ross, and the practice school of the Wilson Normal School—had been completed and a reclassification of the schools made.

The battery of tests used for this survey included two intelligence tests and, where data was contradictory or peculiar, a third group test and, in extreme cases, an individual Binet test was given. Every child from grades 3 to 8, inclusive, was also given a standardized test in reading comprehension, reading speed, arithmetical knowledge, arithmetical facility (i. e., speed and accuracy), spelling, and handwriting.

Children in the second grade received tests in spelling, reading, simple number work, and handwriting. Children in the first grade received a simple word-recognition test.

The following table will show to what extent changes in organization were made and the date of such organization:

School	Number of children tested	Promoted one semester	Promoted two semesters	Promoted three semesters	Demoted	Opportunity class	Date
Dennison.....	400	99	15	0	3	41	November.
Ross.....	252	45	7	2	0	0	Do.
Morgan.....	321	47	28	6	0	0	December.
Cooke ¹	857	185	14	1	5	0	January.
Wilson Normal.....	394	43	3	0	0	0	November.

¹ Cooke School reclassification took place at the regular promotion time so that these semester promotions are extra promotions over and above the expected one semester.

At the end of May these same schools were given the following achievement tests:

Grades 2-B to 8, inclusive—Reading comprehension.

Reading speed.

Arithmetic knowledge.

Arithmetic facility.

Grades 4 to 8, inclusive—Arithmetical reasoning.

Grades 6 to 8, inclusive—Vocabulary.

Grades 5 to 7, inclusive—Geography.

Grades 7 to 8, inclusive—History.

The Dennison School also had a language-error test, grades 3 to 8 and grades 7 and 8, English form test. Records were therefore obtained of the amount of improvement and the degree of success of the children who had extra promotions.

The results have more than justified this policy. Diligent investigation of children who went to high school on extra or double promotions has failed to reveal anything but success; records in some instances show all E's and G's and a few others show these grades predominant. Those who are still in our elementary schools are frequently still the leaders in the new classes and have again this June been recommended by their teachers for extra promotions.

Of the 495 receiving extra promotion 19 failed to make good; 8 of these failures were pupils whom the data from the tests did not warrant promoting, but the teachers were so anxious to have the pupils have the trial and were so sure the tests were not accurate measures that they were allowed to go on. The failures, therefore, were not because they were "promoted on the basis of tests" but in violation of the test results. Of the 19 failures, the following were the causes given:

1 because of lack of home cooperation.

2 because of unforeseen emotionally disturbing elements, such as deaths in the family, causing withdrawal from school for a time and readjustment of living conditions.

3 because of excessive absence due to contagious disease.

2 because of errors in reporting ages, causing data to be misleading.

9 because of lack of ambition or general inability to make the adjustment.

It will be noted that eight of the failures are due to unforeseen disturbing conditions, teacher inefficiency, contagious disease, lack of home cooperation, all causes outside the classification on the basis of standardized tests.

Such conditions would be almost as likely to cause failure of pupils who are going on at the usual rate without extra promotion.

Ninety-six per cent, therefore, made good; 4 per cent, then, or 19 of the 495 receiving extra promotions, failed. 16 of these not due to method of promotion on basis of standardized tests—six-tenths of 1 per cent only, or 3 pupils might be so considered, although 2 of these were so classified because of incorrect reports on the part of parents or teachers.

The total saving of time of these 476 pupils was 561 semesters. The saving in cost of teachers' salaries in the second division was thousands of dollars, for it would take 14 teachers with 40 pupils to a group to teach these pupils what they already knew or could quickly get without these teachers. One extra teacher for the half year was added for the opportunity class, so that the saving effected was 13 teachers' salaries for a semester, a minimum of \$9,360 on the old salary basis. Fine cooperation on the part of principals and, with rare exceptions, teachers has been very gratifying.

Ross, Morgan, and Cooke teachers have been generous in the time they have given to correcting tests, and at Dennison School the principal, Miss Mary Lackey, had entire charge of the February and May test programs and, with the Dennison teachers, worked in season and out, not only on their tests but in emergency on tests from other buildings.

At the Wilson Normal School Miss Elizabeth Hummer and Miss Mary Breen have been indefatigable in carrying on the test programs, with only a consulting relationship to the supervising principal in charge of the work.

2. Testing outside of the second division.—This has been of three sorts:

a. On invitation of parent-teacher associations, mothers' clubs, or principals, with the approval of the supervising principal, several elementary schools have had tests of intelligence and achievement in a part of the school or in some cases throughout the entire school and a reclassification has been made.

In all cases a battery of tests has been used—i. e., two intelligence tests for each pupil—and in addition to this pupils in grades 3 to 8 have had standardized tests in reading comprehension, reading speed, arithmetical knowledge, arithmetical facility; grade 2 has had spelling, reading, and number work; and grade 1 received a simple word-recognition test. In the kindergarten the tests have been one group intelligence and one short individual intelligence test. The principals and teachers have cooperated wonderfully in this work. At Peabody-Hilton the major part of the scoring of papers and tabulating of results was done by the teachers and the reclassification most effectively made by the principal, Miss Gertrude Young. At Smallwood-Bowen not only did the principal, Mr. W. F. Smith, and his teachers do the major part of scoring papers and tabulating results, but they themselves paid \$41.47 for test material necessary to complete their test program. Principals and teachers at Monroe and John Eaton also did considerable of the work on their tests.

b. Specific primary grades in various buildings presenting special problems have been tested under the immediate direction of the primary director, Miss Rose Lees Hardy, using the previously mentioned battery of tests. All the work involved in giving, scoring, and interpreting results has been effectively done by the director of primary instruction and her staff with but an advisory relationship to the supervising principal in charge of research. Many of the tests used in first grades in the second division and in other schools surveyed were given by members of Miss Hardy's staff, Miss Clara Hickman and Miss Mildred Ernest.

c. Several principals and teachers well equipped through courses in measurement have been granted permission to administer tests in their buildings. Notable among these was the May test program in Force School where the entire spring battery of tests was given under the direction of Miss Janet McWilliam, the principal, and almost the entire task of scoring the papers and tabulating results was done by Miss McWilliam and her teachers.

d. *Junior high schools*.—Macfarland, Langley, and Hine Junior High Schools have been given four tests, two intelligence, reading comprehension, and arithmetical knowledge; Columbia Junior High had previously begun a program under Doctor O'Rourke. It seemed wise to allow this program to be completed under the immediate direction of Miss Hanft, who was well fitted for this task, with but a consulting relationship to the supervising principal in charge of research. Test materials for 1,100 pupils were supplied.

Teachers of the Langley Junior High most generously gave of their time in assisting with scoring of tests, doing fully two-thirds of the work. The Macfarland teachers taxed themselves \$30 to engage clerical assistance for their tests, while about one-fourth of the work on the Hine Junior High tests was done by a few of the teachers. The following tables will show in detail the extent of the testing outside the second division and where the reclassification results were available at the writing of this report they are included.

Provision for clerical assistance is too meager to allow for duplicating of records, and unfortunately some have not been returned to this office in time to include a tabulation of all data in this report. It is hoped that before it goes to print such incomplete data may be filled in.

School	Grades tested, inclusive	Number tested	Promoted one semester	Promoted two semesters	Promoted three semesters	Demoted	Opportunity class	Date, 1924
Force	1-8	609	122	19	0	16	0	January.
John Eaton	Kg.-8	696	181	32	11	0	26	March.
Monroe	1-8	601	58	6	0	0	(?)	June.
Franklin-Thomson	1-8	583	88	25	0	0	0	Do.
Johnson	Kg.-4	524	131	31	0	0	0	Do.
Smallwood-Bowen	Kg.-8	567						Do.
Peabody-Hilton	1-5	465						Do.
West	Kg.-4	448						Spring.
Petworth	Kg.-1	414	29					June.
								Do.

Petworth, Peabody-Hilton, and Johnson Schools sectioned into parallel grades of rapid and slow learners.

The June promotions above listed are beyond the one semester legitimately expected at such time.

Testing conducted under direction of primary department

School	Grades	Number tested	School	Grades	Number tested
Wheatley	1-3	200	Van Ness	1	50
Pierce-Webb	1-2	130	Lenox	1-2	60
Buchanan	1	125	Franklin	3-4	80
Tyler	4	45			
Tenley	2-3	95	Total		785

¹ These were later tested during the entire school survey. In addition, tested by individual teachers, 174.

Junior high schools

School	Number tested
Langley	520
Macfarland	398
Hine	525
Total	1,443
Columbia	1,160

The following is a summary of group tests given:

Summary of pupils tested

Pupils tested and reclassified:

Second division (including practice school of the Wilson Normal School)	2,224
Pupils in elementary schools outside of second division	4,907
Pupils tested under direction of primary department	¹⁰ 705
Tested by teachers	174
Total elementary pupils	8,010
Junior high	1,443
Columbia Junior High	1,100
Total	10,553

The pupils tested were as follows:

Kindergarten	875
Grades 1 and 2	2,085
Grades 3 to 8 (elementary schools)	5,050
Junior high (grades 7 to 9)	2,543
	10,573

Summary of tests given

(This does not include Columbia Junior High)

Group intelligence tests	19,306
Achievement tests	43,910
Total	63,216

Achievement tests were as follows:

Reading comprehension	8,652
Arithmetical knowledge	8,652
Reading speed	7,209
Arithmetical facility	7,209
Arithmetical reasoning	1,527
Spelling	1,813

¹⁰ Eighty pupils deducted from this item because included in item above.

In all cases a battery of tests has been used—i. e., two intelligence tests for each pupil—and in addition to this pupils in grades 3 to 8 have had standardized tests in reading comprehension, reading speed, arithmetical knowledge, arithmetical facility; grade 2 has had spelling, reading, and number work; and grade 1 received a simple word-recognition test. In the kindergarten the tests have been one group intelligence and one short individual intelligence test. The principals and teachers have cooperated wonderfully in this work. At Peabody-Hilton the major part of the scoring of papers and tabulating of results was done by the teachers and the reclassification most effectively made by the principal, Miss Gertrude Young. At Smallwood-Bowen not only did the principal, Mr. W. F. Smith, and his teachers do the major part of scoring papers and tabulating results, but they themselves paid \$41.47 for test material necessary to complete their test program. Principals and teachers at Monroe and John Eaton also did considerable of the work on their tests.

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Achievement tests were as follows—Continued.

Handwriting	1,813
Vocabulary	1,750
Geography	800
History	800
Language error	1,000
English form	400
First and second grade attainment	2,285

Total 43,910

In addition to these group tests over 800 individual tests of 20 minutes each were given to kindergarten children and the regular Stanford Binet test was given to 72 pupils.

We are greatly indebted to Mrs. Beulah Barnes, one of the teachers in Morse School, who is especially trained and very skilled in her work, for her contribution of time to make over 50 of such tests.

Miss Flora Hendley, supervising principal of the sixth division, gave under her own direction several hundred standardized tests of reading, vocabulary, and arithmetical reasoning.

CONCLUSIONS AND RECOMMENDATIONS—CONTINUANCE OF A PUBLICITY PROGRAM
NECESSARY

The outbursts of parents or citizens, which from time to time appear in the press, concerning the introduction of standardized tests into the schools reveal the fact that usually they are written in ignorance of the nature of the tests, their purpose, or the methods of administering them and interpretation of the data obtained. Frequently they are from people whose children have not as yet "been subjected to these tests," and the protests are made because of inadequate information or misconception. Of course there have been protests—some people protest about everything—some people protest about anything new. Frequently those who come to protest return later to commend after an explanation has been given and a trial made. That protests and antagonism has been at all the rule is a gross exaggeration. The very fact that 63,216 test papers have been involved in the past year's work, with every item double checked both in scoring and tabulating results, and every child's record in these thousands of elementary school children tested has been studied by the supervising principal in charge of research and personally taken up by her with the teacher of each child is in itself a proof that approval and widespread cooperation has been obtained. It would have been impossible for a supervising principal with only a clerk in the fall semester and the addition of four teachers on half time in the spring term to have carried on a work of such scope in the face of widespread dissatisfaction or protest.

A survey of the detailed report thus far will give some idea of the heartiness of the cooperation and the active approval and appreciation of the value of the work made manifest by hours of labor, by money contributions, or both, on the part of teachers, principals, directors, supervising principals, and parents.

At no time has the statement made by protestants that tests have been thrust upon schools been true. Outside of the second division it has been upon invitation and sometimes pressing persuasion that the work has been done, for work piled up so that it seemed humanly impossible to do even the one thing more. Many such requests for tests have been left over until next year.

The appearance of these letters, however, for public consumption belittling or protesting against the work can not be met by press retorts, but by a continuance of the program of publicity and education. I would recommend that this year a monthly or perhaps only a quarterly bulletin be issued to teachers and parents giving them the facts and informing them of the progress of the work.

A study of the data thus far obtained reveals the fact that from 16 to 40 per cent of the children in each school thus far tested are functioning years below their mental level and from one to three and even four semesters below their present level of educational achievement. The distribution of such children was as follows:

	Per cent		Per cent
John Eaton-----	40	Ross-----	21
Johnson-----	30	Morgan-----	25
Force-----	23	Cooke-----	23
Franklin-Thomson-----	19	Dennison-----	28
Monroe-----	11		

This is a great waste, not only of pupils' and teachers' time, of money paid to teach what is already known, but a greater waste in the loss of mental effort of these children who acquired a habit of working below their best, develop frequently lazy mental habits, and a general undesirable laxness. Just as a large number of our children are working below their capacity, so too a considerable per cent are being pushed too rapidly and being asked to adjust to the traditional curriculum which is not at all suited to the interests, needs, and capacities of children below normal.

The IQ's of the 79 children in three atypical schools, 1340 G Street, Threlkeld, and 25 Fifth Street SE., were obtained and found to range from 43 to 90, with the median at 64 IQ and the 75 percentile at approximately 74 IQ.

In the Dennison School, 78 were found with IQ's 55 to 89.

In the Ross School, 22 were found with IQ's 65 to 89.

In the Cooke School, 52 were found with IQ's 65 to 89.

In the Morgan School, 23 were found with IQ's 69 to 89.

A total of 175 pupils, or 9½ per cent of the enrollment, falls within the range of atypical schools and 20 of them below the 75 percentile of these schools. There were in addition 109 whose IQ's fell between 90 and 95—nearly 300 children from these four schools with an enrollment of 1,830 children below normal, or nearly 16.4 per cent of the enrollment. With rare exceptions these children, while sitting in rooms with children years younger than they are, are even then functioning on educational levels from one to four semesters below the grades in which they are found. With children in every school thus far tested so misplaced that on the average over 25 per cent are in grades too low and 16 per cent in grades too high. The need for a continuance of intelligence and standardized achievement tests until all schools are reclassified is urgent. It is, of course, assumed that where a school has been reclassified all new entries will be fitted into the school on the basis of tests.

Our schools are pretty well taking care of the average or normal child, but little if at all is being done for the rarely gifted, talented children, and for this group of dull children. Surely a democratic education should provide for all its children according to their capacities and needs instead of attempting to make all conform to the type and pace of the middle average group. It was noted in an earlier section of the report that a need for more opportunity classes for dull children existed.

The prevalent policy of classifying as atypical those children who are only dull and placing them with distinctly feeble-minded children would better be replaced by a policy of keeping the atypical school's enrollment limited to its present lower range and making provision for those who now fall in the upper quartile within buildings in their own districts. Parents of dull children and children themselves object to the placement in atypical schools, not only because a stigma has come to be attached to them but because of distance to them and the placement of such classes in old buildings in undesirable locations.

Three hundred of these dull children are found in Cooke, Ross, Morgan, and Dennison Schools, enough to fill an entire building, whereas conditions in such schools as Smallwood-Bowen show even greater numbers of these children who need curriculum modifications and a slowing up of the work. There 82 in the sixth, seventh, and eighth grades alone had IQ's below 90. A school in each locality recruiting from the three or four neighboring schools with its curriculum slowed to cover six of the traditional grades in eight years, with more household arts and manual training, more rhythm work and nature study, with possibility of steady advancement without failure, instead of every year or two a repeated grade, would be a much more wholesome plan, bringing satisfaction to pupils, teachers, and eventually parents. From this school graduation to the slower sections of junior high school with special industrial and vocational courses would keep hundreds of children in school several years longer than they are remaining at present.

In the second division the Berret School would be near enough to provide the desired extra work in household arts, industrial arts, and manual training if the rooms in each building or an entire building in this district could be devoted to giving these dull children an opportunity to learn the kind of things they can best learn and at their rate. Assuredly the atypical schools are not sufficient to care for all the children below the level of adequate functioning in the usual schoolroom, since in divisions 1 to 9 only 166 children are in seven such schools out of an elementary school population of 34,096. That is less than one-half of 1 per cent. I estimate at least 400 more children would be found who would fall below the present 75 percentile of such schools, namely, 74 IQ, and should be withdrawn from the regular rooms, and at least 3,000 between 75 IQ and 90 IQ should be assigned to opportunity rooms or schools.

These are very conclusive estimates, based upon conditions already shown to exist in schools tested. Terman and others, who have tested city school systems, estimate at least 33½ of the children in our public schools test below 90 IQ.

When one realizes that of every 100 children entering the first grade approximately 40 only remain to enter high school and 10 only remain to graduate, the data just presented in this report takes on significance as a partial answer to the question "Why?" The curriculum is not adjusted to the mental capacity and interests, and too little consideration is made for the individual rates of learning.

Children of 70 IQ never do well beyond the fifth grade. Children of 70 IQ can not do well beyond the seventh grade, and children of 90 IQ are not considered good high school material, although after repeated failure in over half of their school subjects once in a while one such has been known to get through. These statements are not those of personal opinion but are the result of very complete investigations in various cities covering several years by such an investigator as Dr. Louis Terman. Other cities are fast adjusting to the conditions and establishing some such plan as here suggested or a modification of it.

Washington has lagged far behind. The determination of the intelligence of children should be transferred from the already overworked department of medical inspection to the educational research department. This will be quite in accord, not only with the wishes of the chief medical inspector but with usual educational policy in other cities.

Perusal of this report might lead one to conclude that the greater part of educational research is the administering of tests and measurements. Its chief purpose is to help teachers and administrators in their efforts to solve educational problems—to clarify educational objectives, to improve methods, to eliminate waste in old ones, waste of teachers' and pupils' time and talent, as well as money. The work is not confined to tests. They are a valuable tool to be used along with other means to diagnose difficulties, to determine existing conditions, and to find remedies.

Supt. Jesse Newton, of Denver, Colo., has written as follows:

WHAT CAN RESEARCH DO FOR THE SUPERINTENDENT

"The research department of the public schools must, to a large extent, be the eyes and ears of the superintendent. The superintendent can not make his own researches. Only to a limited degree can he see the conditions in the schools at first hand, and even where he can view conditions personally he must have the aid of eyes and ears better than his own. There should come to his table regularly reports showing vividly and accurately conditions in every department of the school system. If this is to be done, three conditions must be met:

"1. Communities must be willing to appropriate to the department that directs and largely carries on the research activities in the schools more money than has been spent up to the present time.

"2. More men and women must be trained for research.

"3. Better methods of presenting the results of investigations and research must be devised. I refer here not so much to the actual visual presentation of material as to the organization of the facts to be presented and systems of presenting them regularly and comprehensively."

The typical activities engaged in by the research department elsewhere are varied. All of them include:

Testing with intelligence and achievement tests and reclassification of children, but many have taken up additional work, some three or four, of the following, the larger, well-staffed departments sometimes seven or eight. The list from representative school systems includes:

- Study of extent and causes of retardation.
- Study of elimination of pupils, its extent and causes.
- Truancy.
- Attendance variability.
- Speech defects as related to school progress.
- Sensory defects as related to school progress.
- Special schools for defectives.
- Special schools for gifted children.
- Instructional problems in arithmetic, reading, algebra, etc.
- Curriculum modifications.
- Educational guidance.
- Standard of promotion.
- Improvement of examination.
- Teacher assignment.
- Home work.
- Textbook selection.
- Supplementary material.
- Financial problems of departmental costs.
- Wastes.
- Types of reports.
- Publicity.

The number of investigations and extent of them has depended upon the size of the staff and the budget available. These are some of the many phases of work being done elsewhere. Why, then, has Washington limited the work mainly to tests and reclassification? The answer is obvious. A supervising principal devoting part time to directing the work, with a very limited amount of part-time assistance, with a small budget, can only make a beginning. The work of testing and reclassification is conceded to be a vital need. Within the data so far obtained from 60,000 tests lie valuable findings, but there has been no time to assemble and interpret it. This data will reveal to us just where our schools stand in relation to other city systems—not a collection of opinions, but objective data scientifically obtained.

Provision should be made for a full-time director of the work of educational research, with an adequate staff, including a statistician. The expense connected with such work has not been entirely met this year by the Board of Education. The following amounts have been contributed for tests in schools outside the second division where material was not available when extra assistance was necessary to do the scoring of tests and tabulation of data.

School	Amount for test material	Amount for clerical assistance	Total	Contributed by—
Force.....	\$108.30		\$108.30	Parent-teacher association.
Johnson.....	71.50	\$86.75	158.25	Mothers' club.
Eaton.....	122.63	87.75	210.38	Do.
Peabody-Hilton.....	8.20		8.20	Parent-teacher association.
Petworth.....				Do.
Smallwood-Bowen.....	41.47		41.47	Principal and teachers.
Franklin-Thomson.....	107.49	42.00	149.49	Parent-teacher association.
Hine Junior High School.....				Do.
West.....	150.00	250.00	300.00	Do.
Other schools.....				Research fund.

¹ Approximately.

A budget large enough to carry on the work without dependence on outside sources should be provided. Better equipment is needed for the workroom, to replace the temporary tables furnished in the emergency last fall and entirely unsuited to the needs. An adding machine and other computing devices will be needed as the work expands, as well as increased cupboard space, files, record cards, etc. Some arrangement should be made for housing of test papers, until such time as we can be assured there is not further need for

reference to them, since the fire warden is objecting to the amount of inflammable material stacked in one room of the Deunison School. If, then, the supervising principal in charge of research can be freed from supervising principalship duties to devote her entire time to educational research, if adequate assistance and equipment and a much-expanded budget can be placed at her disposal, much can be expected in the way of more effective administration of work already begun and other phases of work may be entered upon.

The past year has been a year of beginnings, of new adjustments, and I find myself under deep obligation to the teachers, principals, supervising principals, normal-school staff, directors of primary, kindergarten, and domestic-science departments for all the interest and cooperation and friendliness I have found.

To Miss Mary Lackey, principal of Dennison School, who has so often relieved me of the routine work of supervising principal that I might devote more time to the research work, I am especially indebted, as well as to the school headquarters staff, especially Mr. Haycock and Mr. Hine, for their frequent helpfulness and wise counsel.

And yet, with all this, the work would not have come forward as it has, had there not been, Doctor Ballou, the always present feeling of your confidence in me and understanding of what I have been trying to do.

With deep appreciation I submit this report.

Respectfully yours,

JESSIE LA SALLE,

Supervising Principal in charge of Educational Research.

EDUCATIONAL RESEARCH, DIVISIONS X TO XIII

To the Superintendent of Schools:

SIR: We have the honor to submit the following report of the work of the department of research and measurement, Divisions X to XIII, from November 1, 1923, to the end of the scholastic year.

We shall confine this summary to the following topics:

- I. The temporary organization of the department.
- II. Financing the movement.
- III. Progress to date.
 - a. The aims of the committee.
 - b. The establishing of an experimental center.
 1. The organization at this center.
 2. The interpretation of the course of study at the center.
 3. Remedial measures at the center.
 4. The testimony of the teachers of experimental classes at the center.
 - c. The survey of the junior class at the Miner Normal School.
 - d. The survey of the Shaw Junior High School.
 - e. The measuring of composition in the eleventh division.
 - f. The survey of the pupils entering Dunbar High School for the first time in September and February.
 - g. A special study at the Cardozo Vocational School.
- IV. Future outlook.
 - a. For the experimental center.
 - b. For Divisions X to XIII at large.
- V. Recommendations.
 - a. For perfecting the organization of the department.
 - b. For continuing the experiment.
 - c. For the modification of certain phases of classroom procedure.

The work in educational research and measurement, Divisions X to XIII, for the year 1923-24 was conducted by the following committee named by Asst. Supt. G. C. Wilkinson:

J. C. Bruce, supervising principal, thirteenth division, chairman.

R. N. Mattingly, head of department of mathematics, high schools, and C. O. Lewis, teacher of mathematics, Dunbar High School, statisticians.

R. B. Lane, teacher of psychology, Miner Normal School, executive secretary.

In addition, eight probationary teachers who successfully completed a course in measurement during their senior year in the Miner Normal School and one kindergarten assistant were assigned to this department for that portion of the school day which is devoted to coaching at their respective schools. Voluntary

assistance has been rendered also by a small corps of teachers from the system at large.

As our pro rata share of the fund authorized by the Board of Education to be expended for this purpose, a sum of \$500, was not sufficient to meet our needs, an educational campaign was launched in the last four divisions which resulted in a \$3,000 fund being raised by voluntary contributions from teachers and school patrons, by donations from parent-teacher associations, by school entertainments, and similar agencies. This fund was used solely to purchase the materials needed in the work. No portion of it has been used to increase any of the salaries of those teachers detailed to do the work.

The committee began its work on November 1, 1923. Its aims, in general terms, were:

a. To institute an extensive testing program in the schools of Divisions X to XIII which shall be the basis of a thoroughgoing reclassification of children for purposes of instruction.

b. To differentiate courses of study and to improve methods of instruction so as to give every pupil a chance to make most of whatever abilities nature has given him.

In an attempt to realize its aims in part, Mott School, Division XI, was chosen as an experimental center. This school is accessible to the Miner Normal School, has a representative population of over 1,000 pupils, and has two or more grades of each kind from the kindergarten through the eighth.

A survey was made of the school, and the following organization became effective February 1, 1924:

Group I, experimental school	Group II, traditional school	
	A	B
Experimental classes. Kindergarten to 8-B grade (inclusive).	Control classes. Kindergarten to 8-B grade (inclusive).	Remaining classes

NOTE.—The 8-B control class is at Garnet School.

After February 1 the committee dealt with Group I and Group II-A only.

The parallel grades in Group I and Group II-A are heterogeneous rather than homogeneous in composition as planned by the committee. To have followed the original plan would have necessitated the transferring of large numbers of pupils into and out of Mott School, which would have presented insurmountable administrative difficulties. The committee, accordingly, modified its procedure and attempted to show what may be done with groups typical of the average class in our city, when the teacher has scientific information as to the capacities of her pupils and is supplied with modern educational materials. In forming parallel grades pupils were matched in so far as was possible according to mental ability and educational achievement.

In addition to the above, a group of 35 pupils from grades 5 to 8, inclusive, was segregated because the tests showed them to be of superior ability. Designated as opportunity A, they were given an enriched curriculum. The sudden demise of their teacher in the month of March caused an administrative problem which was solved by reducing this class to 21 pupils of grades 5 to 6.

There were sufficient pupils, who for various reasons could not keep up with the work of their grade, to open a class known as opportunity B. Because of lack of space to set up the type of equipment needed, these pupils were not given the "special" curriculum best suited to their needs. Instead they were given special attention by the coaching teacher.

The teachers of the experimental classes were provided with definite data as to the mental age and achievement in reading, arithmetic fundamentals, and spelling of each of their pupils. They were then supplied with several kinds of practice materials, educational devices, and scientifically constructed textbooks in arithmetic and spelling. In furtherance of the making of innovations in classroom procedure, the furniture of the first four grades was made portable.

The course of study for the experimental school was interpreted in terms of projects. Weekly conferences with the teachers of the experimental classes were devoted to an analysis of this work.

A study was made of the use of informal tests as an aid to improvement. The informal test in arithmetic fundamentals and minimum grade essentials for grammar grades was used as a type. Here the purpose was twofold:

- To measure informally, in terms of standard norms, the results of two months' intensive use of standardized practice material in arithmetic.
- To measure the per cent of improvement caused by remedial measures applied as a result of a study of failures.

Results were as follows:

Table I

Grades	Initial attempt			Final attempt			Points gained
	Grade norm	Points above norm	Points below norm	Grade norm	Points above norm	Points below norm	
Op. A-V	9	2.5	-----	9	5.3	-----	2.8
Op. A-VI	12	2.1	-----	12	4.2	-----	2.1
V-B	9	.7	-----	9	3.2	-----	3.9
VI-B	12	.3	-----	12	3.2	-----	2.9
VII-B	14	-----	1.5	14	-----	.4	1.1
VIII-B	15	-----	1.4	15	.6	-----	2.0

Table II

Grades	Initial median score	Final median score	Per cent of improvement
	Experimental	Traditional	
Op. A-V	11.5	14.3	24
Op. A-VI	14.1	16.2	15
V-B	8.3	12.2	47
VI-B	12.3	15.2	23
VII-B	12.5	13.6	9
VIII-B	13.6	15.6	15

The teachers of these classes were asked to apply such methods to other subjects.

The result of our intensive study of "Practice in arithmetic" is shown in the scores made in our final measuring of this subject in June. A comparison of the results achieved by the experimental classes and those of the traditional control classes indicates a fair gain for such a brief period of experimentation in favor of the type of work we have been giving.

TABLE III.—Woody-McCall mixed fundamentals, Form 1. June, 1924.

Grades	Experimental classes		Traditional control classes		Experimental classes
	Points above normal	Points below normal	Points above normal	Points below normal	
III B	2.6	-----	2.3	-----	0.3
IV-B	1.75	-----	5.3	-----	2.29
V B	2.44	-----	2.44	-----	-----
VI-B	3.39	-----	1.23	-----	2.15
VII-B	-----	1.65	-----	4.90	3.25
VIII-B	.2	-----	(1)	-----	-----
Op. A-V	3.64	-----	2.44	-----	1.20
Op. A-VI	4.48	-----	1.23	-----	3.25

¹ No record.

The experimental kindergarten was somewhat handicapped because of unsuitable housing and inadequate equipment. In spite of these conditions, however, we attempted to conduct the work there in such a way as to eliminate the usual gap between kindergarten and first grade. A group of 15 children, each of whose mental age was found to be over 5 years, was given experience in beginning reading, becoming familiar with script and print simultaneously.

On April 16 and 17, a public demonstration of classroom work and a project exhibit was held. Our purpose was to present typical work by the various grades of our experimental center, in the form of a program attended by the teaching corps and patrons and friends of the school. The culmination of a wide range of activities was represented and the pupils showed, to a commendable degree, poise and also grasp of the significance of what they had been doing. Outlines of the projects in terms of minimum essentials of the course of study were displayed to clarify the work. In addition, a period was devoted to free discussion.

The illustration shows a view of the circus project, with articles made by the tots of the kindergarten, completed in May. (Not reproduced.)

At the close of the year the resident teachers of special subjects gave a similar demonstration showing in greater detail how they function in our organization.

We are now interpreting the data from the battery of tests given to the experimental and traditional control schools in June. We are comparing the progress of both sets of schools in order to evaluate methods and devices of instruction, and are also determining September, 1924, classification.

The attitude of the teachers of the experimental classes and of the resident special teachers is seen in the replies to the following questionnaire submitted at the conference on June 4, 1924, to be filled out and handed in, unsigned, at the end of the meeting. (This is a slight modification of the questionnaire found in Collings, "An experiment with a project curriculum.")

Per cent

1. Did the project work that you tried out in your school, as compared with the usual work, produce inferior results?	
About the same-----	26.3
Superior results-----	73.7
2. How did the interest and responsiveness of your pupils compare in the project work that you tried out with the usual school work?	
About the same-----	5.9
Superior-----	94.1
Usual school work-----	60
3. From conversations with patrons, which type of work does the majority seem to favor?	
Project work-----	40
More difficult-----	15.8
4. Do you feel that the administration (freedom in moving about, selecting and working out projects, free discussions, etc.) of project work, as compared with the usual type of work is—	
About the same-----	21
Less difficult-----	63.2
No-----	5.3
5. From your experience in experimentation with the experimental school plan, do you believe that it would work successfully if given sufficient time to try it out?	
Yes-----	94.7
6. From your experience and observation, do you believe that the pupils of the experimental school as compared with pupils of the usual type of school are—	
Less happy-----	5.3
About the same-----	5.3
More happy-----	89.4
7. From your experience and observation, do you believe that the pupils of the experimental school as compared with the pupils of the usual type of school are less self-reliant?	
About the same-----	20
More self-reliant-----	80
8. From your experience and observation, do you believe that the pupils of the experimental school as compared with the pupils of the usual type of school are less industrious?	
About the same-----	16.7
More industrious-----	83.3

	Per cent
9. From your experience and observation, do you believe that the pupils of the experimental school as compared with pupils of the usual type of school are less interested?	
About the same-----	5.3
More interested-----	94.7
10. From your experience and observation, do you believe that the pupils of the experimental school as compared with pupils of the usual type of school are less social?	
About the same-----	11.1
More social-----	88.9
Less burdensome-----	60
11. From your experience and observation, do you believe that the teacher's work in the experimental school as compared with the work in the usual type of school is—	
About the same-----	15
More burdensome-----	25
12. If you had your choice would you choose to teach in—	
Usual type of school-----	16.1
Experimental school-----	83.3
13. What changes, if any, in your present school building and equipment would make project teaching more effective?	
More room space; more materials; portable projecting machine with complete set of slides; properties for dramatic work; laboratory for drawing and industrial arts; modern gymnasium; scientifically constructed textbooks in basic subjects for pupils; separate classrooms for all classes; a reference library for teachers and pupils at a central location; portable Victrola and portable piano of the Meissner style.	

This, in general, is a summary of the nature of the activities of the experimental center.

The traditional schools followed their usual line of procedure.

Activities outside of the center were limited:

I. By request a special committee administered the Thorndike examination for college entrance to the entire junior class of the Miner Normal School.

II. By the request of the principal of the Shaw Junior High School a committee of her teachers, under the direction of Mr. C. O. Lewis, administered two group intelligence tests to all pupils of the school.

III. A committee of teachers of the Dunbar High School, with Miss Bertha McNeill, chairman, measured the intelligence and achievement in English, Latin, and French of pupils entering Dunbar from the grades either in September or in February.

IV. By request of Supervising Principal Shadd, six of her administrative and teaching principals, under the supervision of Miss Bertha McNeill, gave a test in English composition to their classes, according to the directions found in the English Journal for June, 1922. A list of errors in spelling, punctuation, sentence structure, and grammar was prepared to show the type of errors that persist throughout the eighth grade. No further follow-up work was given.

The Cardozo Vocational School submitted to us our only clinic case for the year:

Boy of 17—Retarded.—Enrolled in grade 4B. Transferred to the Cardozo Vocational School as a "special" student. Referred to us in May. A thorough physical and mental examination revealed maladjustment due largely to slight physical disorders and a serious reading disability which built up the habit of failure. Proper recommendations for medical and mental treatment are being followed very carefully by the parents. One lesson a day in reading at the clinic has caused such rapid progress that we believe he will have mastered the mechanics and gained much in comprehension by September.

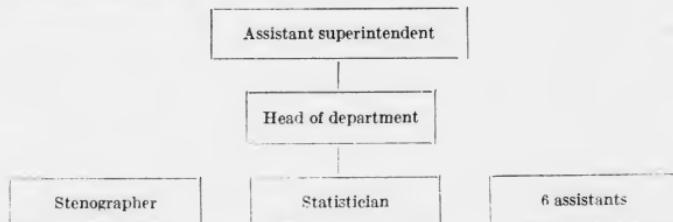
We hope to see the work begun at the center broadened and extended to a unit larger than the one at present. A corps of teachers with the scientific attitude who are willing to leave the beaten path and make innovations for the improvement of our schools should be drawn gradually into the center.

We are confident that if the following suggestions are carried out we can achieve splendid results in this highly technical field. Hence we recommend—

I. That a permanent organization of this department be effected. That a personnel qualified to perform its various duties be assigned. In our judgment the work can be done by a minimum force of:

Number	Title	Duties
1	Head of department (Psychologist)	1. Direction of the department. 2. Charge of clinic.
1	Statistician	General charge of statistics.
1	Clerk (Stenographer)	1. Custody of supplies. 2. General secretarial duties. 3. Stenographic reporting of proceedings, etc.
6	Assistants	1. Administration and scoring of tests. 2. Remedial work in "clinic" cases. 3. Home visits in "clinic" cases, etc.

Such an organization as the following we believe to be necessary to the successful development of this department:



II. That a properly equipped desk be provided for each assistant so as to systematize and facilitate the work.

III. (a) That the clinic at the Miner Normal School be made an integral part of the department of research and measurement. (b) That "cases" be referred to the clinic through the supervising principals of each division approved by the assistant superintendent in charge. (c) That the proper record blanks be provided.

IV. That a group of schools be set aside for conducting the experiment along the lines originally planned; or, that a study be made of primary grades with the end in view of improving the work in this field. Said study should be confined to one division at first.

V. That the splendid suggestions offered this committee by the resident teachers of music and drawing be tried for a period of one year.

(a) The resident teacher of music has devised a class record score card in music. By it she aims to focus greater attention on the part of the pupils to this subject. For the teacher quick classification for major music groups, glee clubs and the like, vocational guidance, and the keeping of a music record for each child throughout the grades are some of the expected outcomes.

(b) The resident teacher of drawing has outlined a building project in fine and industrial arts which will show the history and development of the many phases of fine and industrial arts throughout this continent. If executed as planned it will supplement the course of study for the kindergarten and first eight grades.

We wish to express our appreciation for the cooperation of all those who have made whatever success we have achieved possible. We are especially grateful to Asst. Supt. G. C. Wilkinson, who has constantly expressed faith in us.

Respectfully submitted.

J. C. BRUCE, *Chairman.*
C. O. LEWIS, *Statistician.*
R. N. MATTINGLY, *Statistician.*
R. B. LANE, *Executive Secretary.*

VI. REPORTS OF OFFICERS

ASSISTANT SUPERINTENDENT, DIVISIONS I TO IX

JULY 21, 1924.

To the Superintendent of Schools:

SIR: On October 1, 1923, Mr. Stephen Elliott Kramer relinquished the office of assistant superintendent and assumed the principalship of the Central High School. The allurement of a mammoth undertaking had in it enough of challenge and prospective educational leadership to draw Mr. Kramer from a position of great honor in which he had served the schools most efficiently for nine years. During these nine years the office of the assistant superintendent had developed into a position of unusual responsibility and magnitude in its relation to the many interests of the school system. The school enrollment had increased during that period from 56,563 to 71,503, the number of teachers from 1,742 to 2,404, the school expenditures from \$2,979,540 to \$7,605,800.

The outstanding achievement of my predecessor during that period was his success in carrying our schools through the World War when the task of filling the breaches in the ranks of teachers was well nigh impossible, when the stress and strain upon school officials in meeting the needs of the schools was well nigh unbearable.

THE SUPPLY OF TEACHERS

My heritage in assuming the office of assistant superintendent was, on the one hand, the good fortune of finding that the foundation upon which I was to build had been well laid by my predecessor, and on the other hand the misfortune of finding myself confronted with many of the problems and difficulties that had burdened him. The most important of these was the shortage of teachers. Despite the increase in the number of graduates from the normal schools there were times during the year when the list of available teachers was depleted. This was especially true in the supply of teachers for the elementary schools, and the supply of teachers for certain special subjects in the high schools. It was necessary throughout the year to carry on our rolls large numbers of persons temporarily appointed. The following table shows the many changes that have brought about the demands for new teachers in the first nine divisions:

Changes in personnel, July 1, 1923, to July 1, 1924

Appointments, probationary	241
Appointments, temporary	81
Appointments, probationary to permanent	260
Reinstatements from leave	30
Reinstatements after resignation	12
Change of name	26
Promotions to high schools from grades	12
Promotions to class 6 B	8
Leave of absence, study	25
Leave of absence, maternity	17
Leave of absence, ill health	17
Resignations	109
Retirements	10
Deaths	7

A notable change that encourages us to hope for a larger supply of well-qualified teachers for the elementary schools is the increasing enrollment of

our normal school. Whereas during the war the enrollment had decreased to as few as 65 the prospect of better salaries in recent years has induced young women in larger numbers to enter the teaching profession. The number of graduates of the Wilson Normal School during a period of five years has been as follows: 1920, 36; 1921, 41; 1922, 34; 1923, 81; 1924, 95.

EFFECTS OF THE SALARY BILL

The passage of the teachers' salary bill, approved June 4, 1924, heralds the beginning of a new era for the public schools of the District of Columbia. There is every reason to believe that the future is pregnant with the promise of rich improvement for our schools. In affording opportunities for personal and professional advancement the new legislation will bestow blessings upon our teachers that will be reflected in accruing benefits to the pupils. This office, charged with the responsibility of maintaining the personnel of the teaching force and its organization, is interested especially in the effect that the new provisions should have upon the quality and quantity of teachers available for positions in the schools. It is our belief that the new salary schedule will tend to reduce the unusual turnover of teachers every year. Not only in reducing the lossage and in bettering the supply, but in other ways the salary legislation will have beneficial effects upon the school personnel.

1. The new salary schedule will reduce the loss of teachers. The loss of teachers in recent years has been especially heavy, the average reduction by resignations alone amounting to more than 100 teachers annually. Much of this loss has been due to low salaries. The lack of an adequate supply of normal-school graduates has made it necessary to employ persons who belong to a more or less transient group whose residence in this city is not permanent, who are attracted to Washington for a brief period, and then are drawn away by better salaries elsewhere or by a desire to return to the old home, where the cost of living is less. The loss of teachers in the high schools has been heavy because of the numbers of young men who qualify for high-school positions while they take courses at the local universities and resign later to enter professions that are more lucrative.

2. The new salary schedule will increase the supply of teachers. The enrollment of prospective teachers in our normal school will naturally increase. The salaries in Washington have been too low to attract worth-while teachers, especially into the elementary schools. The new salary bill allows a placing to incoming teachers on the basis of years of service rendered elsewhere. The schedule of 1906 did not contain this provision except for high-school teachers. The result was that our supply of teachers for the high schools usually exceeded the number of teachers available for the grades. Our salaries have not attracted young men to the service. The new schedule should improve the situation by inducing competent men to enter certain departments of the senior and junior high schools.

3. The new salary schedule will give us better teachers. Higher salaries will place the teaching profession in the District of Columbia upon a higher plane. The ambitious teacher with high aims can not go far into a progressive program of professional improvement on a salary that does not permit occasional university courses, the advantages of travel, and other means of promoting self-advancement and sound health. At its best teaching is an attractive profession, but its greatest drawback in the past has been the comparatively poor remuneration for the long preparation and the special qualifications necessary for success in the vocation. The teacher's compensation must provide for more than a livelihood. It must provide for an enriched life and must make it possible for the teacher to aspire constantly unto a higher professional competency.

REDISTRICTING OF THE FIRST NINE DIVISIONS

During the decade 1910 to 1920 the city of Washington increased in population from 331,069 to 437,571. In the same period the school enrollment had increased from 56,136 to 65,298. Although every school district was called upon to bear a portion of this increase, several of the divisions had become so overburdened because of the rapid growth of the city during the war that a readjustment of the school districts became necessary. Practically no redistricting of the schools of the first nine divisions had taken place since 1915. The

following table shows the increases that had taken place in the enrollments of the several divisions since that year:

Division	Supervisor	1915	1923
First	Mr. B. W. Murch	3,150	6,207
Third	Mr. R. L. Haycock	5,114	9,244
Fourth	Mr. W. B. Patterson	3,500	1,001
Fifth	Mr. S. M. Ely	4,281	6,527
Sixth	Miss F. L. Hendley	3,703	3,735
Seventh	Dr. E. G. Kimball	3,896	4,100
Eighth	Miss Anne Beers	2,827	3,818
Ninth	Mr. H. M. Johnson	3,762	4,283
Special	Franklin-Thomson (Mr. A. T. Stuart)	(1)	780

¹ Included in fourth division.

The second division was discontinued in name after the first semester 1915-16.

The appointment of Miss Jessie La Salle as a supervising principal in charge of research and measurement July 1, 1923, and the promotion of Mr. R. L. Haycock, supervisor of the third division, to the position of assistant superintendent on October 1, 1923, brought about changes that gave rise to the need of a general readjustment of the school divisions. Accordingly a reorganization of the first nine divisions became effective on October 1. In the realignment of the boundaries between divisions the committee appointed by the superintendent to submit a plan was guided by the following considerations:

1. The equalizations of the divisions supervised by the field officers.
2. The grouping of the schools as far as possible according to natural geographical sections of the city.
3. The establishment of the school districts in a proper relationship to a proposed system of regional junior high schools.

The schools in the southeastern section, in the southwest, and in Georgetown seemed naturally to group themselves into three divisions by virtue of their geographical unity. The northwestern and northeastern sections, larger and much more populous, were divided into five districts. The ninth division, which for years had been known as the fourth division was city wide in its scope, including all special classes in the first nine divisions. The supervisor of this division, as formerly, was given charge of night schools and vacation schools.

The following table indicates the enrollments of the school divisions after the redistricting:

Division	Supervisor	1924
First	Mr. B. W. Murch	4,022
Second	Miss Jessie La Salle	1,814
Third	Dr. E. G. Kimball	4,910
Fourth	Miss Adelaide Davis	2,580
Fifth	Mr. S. M. Ely	4,841
Sixth	Miss F. L. Hendley	5,509
Seventh	Mr. H. M. Johnson	6,016
Eighth	Miss Anne Beers	3,644
Ninth	Mr. W. B. Patterson	690
Special	Franklin-Thomson (Mr. A. T. Stuart)	584

VISUAL INSTRUCTION

The school officers have felt for a long time the need of a person to organize and direct instruction along modern lines in visual education. When it became known that the motion-picture theaters of our city were willing to cooperate with the schools in this movement it was deemed advisable to take advantage of the generous offer at once and appoint an instructor in charge of the work. This form of instruction affords many opportunities for development along lines that will be very helpful to the schools, as it supplements the regular instruction in the classroom. Although only one teacher could be assigned to this new work for the first nine divisions a great deal of progress has been made during this first year. An interesting statement has been submitted by Miss Elizabeth Dyer, who has devoted much time and thought to the inaugu-

ration of this new activity. (See p. 70 of this report for Miss Dyer's statement.)

My initial year at school headquarters has been one of unusual pleasure and profit. The burdens have been heavy, it is true, but our labors have been spent for worthy ends. We are constantly impressed with the fact that there should be more shoulders here at headquarters to help bear the big loads. Your leadership is a constant inspiration and your zeal for the betterment of the Washington schools is setting high standards of professional endeavor for all of the school officers who have the honor of being associated with you. Your sympathy and your helpful encouragement have been especially heartening during this my first year.

Respectfully submitted.

R. L. HAYCOCK,
Assistant Superintendent of Schools.

ASSISTANT SUPERINTENDENT, DIVISIONS X TO XIII

To the Superintendent of Schools:

SIR: This office transmits herewith the annual reports of the administrative officers of Divisions X to XIII. These reports will reveal to you, we trust in a satisfying degree, the scope and quality of the educational work to which teachers and officers of Divisions X to XIII have conscientiously directed their efforts during the past year. There is no need for comment by this office upon the many phases of the work covered by these reports.

This office, however, desires to direct your attention specifically to the following report upon educational measurement for Divisions X to XIII, which is hereby submitted for publication as a part of the annual report of the assistant superintendent in charge of colored schools.¹¹

In connection with the testing movement in divisions X to XIII it must be recorded here how generously and enthusiastically both the educational employees and school patrons rendered financial support. Through voluntary contributions divisions X to XIII realized the munificent sum of \$3,106.72 to support the testing movement. Sincere appreciation and thanks are hereby expressed to all who took part in this unusually fine expression of faith and interest in the education of our youth. Treasurer Corinne E. Martin reports as follows:

Receipts -----	\$3,106.72
Disbursements -----	2,267.81
Balance on hand July 1, 1924 -----	838.91

NEW SALARY SCHEDULE

For the first time since 1906 the salary schedule of public school teachers in Washington, D. C., is protected by statute and the compensation is adequate. The public quite generally rejoices with the educational employees in the success of our efforts in securing from the Congress of the United States this recognition financially to which we have long since been justly entitled. The readjustment of the salary scale of the teachers of Washington by the passage of the teachers' salary bill is a matter of far-reaching importance and of deep significance. It means more than an expression of appreciation by the community of the worth of the teacher. Adequate compensation tends to steady, and to build and to sustain the morale of the teaching body. It means increased efficiency in school service.

On the other hand, let us not forget that much new legislation of tremendous importance to the schools of Washington is bound up in the teachers' salary bill.

Very significant among these legislative provisions is the one that eliminates the old salary scale for elementary schools. The director of primary instruction, divisions X to XIII, makes the following comment upon this point:

"The cause operating more than any other to bring about this condition (retardation in primary grades) is the poor practice of putting the raw,

¹¹ This report will be found on p. 71 of this report.

inexperienced teachers in charge of the crudest and most helpless children in the school system.

"The old salary scale forced this unfortunate condition upon the Washington schools. Teachers accepted higher positions to get higher salaries regardless of their qualifications to satisfactorily fill the positions. Through the practice many a good teacher has been spoiled, and thousands of bright, capable children started wrong on their life career.

"That which commends the new salary scale most to us is the provision which makes it possible for the teacher to work where she can do the best work without loss of compensation.

"It would be a Herculean task to adjust every teacher in the department so that she would be able to work to her highest point of efficiency.

"We are submitting a recommendation, which if approved, will greatly reduce retardation to its lowest terms; for the teachers in Groups A and B have demonstrated their ability to solve this problem.

"I beg to recommend that the teachers selected be retained in the first grade in order to reduce the large number of retarded pupils in this grade."

This office expects to take advantage of this opportunity to improve the service.

OPENING OF RANDALL JUNIOR HIGH SCHOOL

The Randall Junior High School, located at First and I Streets SW., was organized September 1, 1923, under the principalship of Mr. G. Smith Wormley. Randall had a fortunate birth. She came into existence with the plaudits of the entire colored community of southwest Washington. The healthy development of this child of 1923-24—and it has been steady and healthy—is due not alone to the efficiency of our educational employees charged specifically with this responsibility but, to a large degree, to the generous and enthusiastic support and encouragement of the citizens of that community.

In order to accommodate comfortably the rapidly increasing enrollment at Randall the Board of Education, upon the recommendation of this office, has attached to Randall the Cardozo Manual Training School, located immediately opposite the Randall School.

If the Randall Junior High School, however, is to function properly in our educational scheme, provision must very soon be made for a new home for the school. This junior high school is located in the Randall, a building that ought to be abandoned immediately. In this connection this office recommends (1) an eight-room addition to the New Bell School to accommodate the school population of the Cardozo Elementary School; (2) the assignment of the Cardozo Elementary School Building to the uses of the junior high school; (3) the extension of the Cardozo-Cardozo buildings into a first-class modern junior high school, as per sketch recently filed with you by this office, by adding eight more classrooms, library, music room, combination assembly and gymnasium, and administrative offices. This plan, in the opinion of this office, would meet the educational needs of southwest Washington for years to come.

TRANSFER OF CARDZO VOCATIONAL SCHOOL TO PHELPS BUILDING

By order of the Board of Education, upon the recommendation of this office, the Cardozo Vocational School for Boys was closed June 30, 1924, and the organization transferred to the Phelps Manual Training School. This office is convinced that there is no justification for the conduct of two distinct organizations, a vocational school of the type of Cardozo and a junior high school, both at First and I Streets SW. This office is of the opinion that the Randall Junior High School courses, both academic and manual, can be so enriched and intensified as to meet the educational requirements of that locality.

The removal of the Cardozo Vocational School to the Phelps Building on Vermont Avenue, between T and U Streets NW., should place the vocational school organization for boys in a more strategic position for meeting the demand for this type of educational opportunity. It has been for years a source of deep regret that the supply of trained mechanics in our group in Washington is so limited.

Many causes, of course, contribute to this situation. But it is hoped that the school administration, through a well organized, and thoroughly equipped vocational plant at Phelps, may develop and satisfy a strong demand for the trained mechanic. The hours at this school ought to be arranged to meet the

conveniences of the students. It is expected that many of them will be engaged at work at odd times during the day. A continuation, vocational school at Phelps should be very attractive.

RETIREMENT OF DOCTOR MONTGOMERY

This office regrets to report the retirement on June 30, 1924, of Dr. W. S. Montgomery, supervising principal of the twelfth division. Doctor Montgomery served the citizens of Washington faithfully and efficiently during a period of 49 years. Appointed in 1875, he saw service as teacher, principal, supervising principal, and assistant superintendent in charge of colored schools. Washington will not forget the splendid contribution to its educational progress of this devoted public servant. Thousands of us, teachers and former pupils of his, wish for the doctor that peace and plenty may delight to dwell with him in the period of rest that comes to him at the close of his long and successful career as an educator.

For more detailed and complete information of the work of divisions X to XIII you are referred to the reports of the respective officers.

With a sincere expression of appreciation of your inspiring and courageous leadership, your many courtesies and helpful suggestions, this report is respectfully submitted.

G. C. WILKINSON,
Assistant Superintendent of Schools.

BOARD OF EXAMINERS, DIVISIONS I TO IX

To the Superintendent of Schools.

SIR: The following is a statistical report showing the examinations conducted by the board of examiners for Divisions I to IX during the school year 1923-24.

The following regular examinations were scheduled and held:
1. December 20 and 21, 1923:

SENIOR HIGH SCHOOLS

1. Art work.	5. Metal working.
2. Domestic art.	6. Music.
3. Domestic science.	7. Physical culture.
4. Mechanical drawing.	8. Wood working.

JUNIOR HIGH NINTH GRADE

Same as senior high omitting metal working and wood working.

ELEMENTARY SCHOOLS

1. Art work (drawing).	5. Wood working.
2. Domestic art (sewing).	6. Sheet metal.
3. Music.	7. Kindergarten.
4. Physical culture.	

2. April 16 and 17, 1924:

SENIOR HIGH SCHOOLS

Academic and scientific subjects only.

NOTE.—German is now included in the list of academic subjects.

JUNIOR HIGH NINTH GRADE

Same as senior high schools except that biology, chemistry, commercial law, physical geography, physics, and science of accounts are not given.

A synopsis of the results of all examinations follows. The number appearing first within parentheses represents the number taking the examination; the number appearing second represents the number passing. Total number taking the examinations, 763; passing, 438.

I. Regularly scheduled examinations-----	(323-176)
1. Dec. 20, 21, 1923-----	(111-77)
Senior high schools-----	(38-26)
Art-----	(10-9)
Domestic science-----	(11-9)
Music-----	(1-1)
Domestic art-----	(2-1)
Mechanical drawing-----	(2-1)
Physical training-----	
Women-----	(2-0)
Men-----	(10-5)
Junior high, ninth grade-----	(27-17)
Art-----	(8-7)
Domestic science-----	(8-5)
Music-----	(1-1)
Domestic art-----	(4-3)
Mechanical drawing-----	(1-0)
Physical training-----	
Women-----	(1-0)
Men-----	(4-1)
Elementary schools-----	(46-34)
Domestic art-----	(6-5)
Kindergarten-----	(7-4)
Music-----	(7-5)
Sheet metal-----	(2-1)
Drawing-----	(15-13)
Manual training-----	(5-3)
Physical training-----	(3-2)
Speech correction-----	(1-1)
2. Apr. 16, 17, 1924-----	(212-99)
Senior high schools-----	(143-63)
Applied arithmetic-----	(8-6)
Commercial geography-----	(1-0)
French-----	(12-4)
History-----	(31-11)
English-----	(29-17)
General science-----	(3-0)
German-----	(2-1)
Science of accounts-----	(2-2)
Biology-----	(7-3)
Chemistry ¹² -----	(17-11)
Latin-----	(4-0)
Mathematics-----	(11-3)
Physical geography-----	(1-0)
Physics-----	(1-1)
Spanish-----	(8-2)
Stenography-----	
Gregg-----	(5-2)
Graham-----	(1-0)
Junior high, ninth grade-----	(64-32)
Applied arithmetic-----	(1-1)
English-----	(19-12)
French-----	(6-5)
General science-----	(3-0)
History-----	(22-10)
Latin-----	(1-0)
Mathematics-----	(2-1)
Spanish-----	(4-1)
Stenography and typewriting-----	
Gregg-----	(5-2)
Graham-----	(1-0)
Miscellaneous-----	(5-4)
Painting-----	(1-1)
Printing-----	(3-2)
Tubercular-----	(1-1)

¹² Two proctored examinations. Their names will be placed on eligible list if they pass the medical examination, making 13 passing.

II. Special examinations		(359-181)
1. Oct. 6, 1923, Americanization classroom and home teacher		(3-1)
2. Nov. 24, 1923, elementary schools, Grades I to VI, inclusive		(60-25)
3. Oct. 26, 1923, elementary schools, speech correction		(1-1)
4. Feb. 21, 1924, elementary schools, speech correction		(1-1)
5. Apr. 5, 1924, senior high schools, Group B. (A full report is submitted by the superintendent concerning this examination)		(22-16)
6. May 9-10, 1924		(116-68)
Senior high schools		(13-10)
Physical training		
Men		(6-4)
Women		(5-4)
Mechanical drawing		(2-2)
Junior high, ninth grade		(9-7)
Physical training		
Men		(4-3)
Women		(3-2)
Mechanical drawing		(2-2)
Elementary schools		(94-51)
Sheet metal		(1-1)
Domestic science		(10-9)
Grades I to VI		(78-38)
Physical training		(4-3)
Shopwork		(1-0)
7. May 27, 1924, elementary schools, incorrigible		(1-1)
8. May 28, 1924, junior high schools		(155-68)

This examination was held to establish lists of eligibles to teach in the junior high schools at elementary school salaries, and was open only to those connected with the system.

This involved giving three written examinations to each of 35 applicants and examining the credentials of 120 others. Of the 120 offering credentials 34 had completed records and attained a passing mark up to June 11, 1924.

III. Special qualifying examinations of temporary teachers		(73-73)
Senior high schools		20
Junior high schools		13
Elementary schools		28
Night schools		12
IV. Outside examinations		(8-8)
1. Jan. 15-16, 1924, West Point examination		(8-8)

Respectfully submitted.

HARRY ENGLISH,
Secretary Board of Examiners.

BOARD OF EXAMINERS, DIVISIONS X TO XIII

To the Superintendent of Schools.

SM: The current school year has been an unusually heavy period for the board of examiners for the X to XIII divisions.

For labor, vexatious problems bred of our dual system, unless on the part both of those seeking advancement in their chosen fields and others new positions for a livelihood, and anxiety on the part of public officials over educational matters, the school year now drawing to a close stands out in bold relief on the background of my eight years of experience as secretary of the board of examiners.

Several are the causes of the large increase in the work of the year: First, correspondence of a varied nature on questions from vacancies to congressional influence for appointment.

Public office being a public trust requires close attention to all correspondence, immediate reply, and accurate filing of official papers, all of which demands rare ability, takes much time, and implies ample facilities for the work involved. All work should be done well, for which time, ample time, is an important element. This basic fact, however, is too often overlooked in

our rush to rear superstructures of large magnitude on small foundations. The parts can not function for want of the time element in adaptation.

Although the volume of the correspondence and other work increased greatly for the year, yet no official provision was made (perhaps, could not be made) to meet it. The work which had to be done was cheerfully performed during long wearisome after school hours, on Saturdays, Sundays, and all holidays. While it is very unfair that no compensation is given for this important work, yet the service has been cheerfully and efficiently rendered for the good of the service with the thought ever in mind that efficient service comes first; all else afterwards.

Second, the number of applications for teacherships in the local schools has been greater during the current year than ever before. The new salary bill for teachers focused attention on Washington. Post-war conditions are approaching normal with an increase in the ranks of the unemployed who are now seeking service wherever it can be found. The schools of Washington feel the pressure more than elsewhere, because being at the seat of the Government can be easily reached.

Third, each succeeding year finds the crop of graduates from our schools and colleges larger than its predecessor with no provision for the absorption of the surplus. The inevitable consequence is congestion at educational centers of distribution and wild scramble for place.

Fourth, the institution of credentials examination for teachers in the service, who seek transfer to the junior high school, has been the source of a large amount of work for the board of examiners.

For the teachers in the X to XIII divisions this was an unfortunate circumstance for the reason that it raised hopes that could never be realized. The record shows that a large number of eager, enthusiastic, and ambitious teachers embarked on courses for junior high school positions, when there were no vacancies in sight, nor a school where any could occur. The board of examiners attempted to raise the educational standard for the few places finally created by placing discriminating values on the credentials submitted. This became a fruitful source of correspondence and finally culminated in a lawsuit now before the courts for adjudication.

My varied experience in the schools finds no parallel to the pressure brought to bear during the current year on board members by teachers in the system for advancement to positions which not only do not exist but can not become available for a long time. Still the pressure goes on and the cry for advancement continues.

With this true of those having some kind of work, what may we not expect of others? The time, no doubt, has come for remedial constructive measures. No kind or amount of legerdemain will restore the lost educational balance. Constructive measures for the absorption of the excess in our educational equation are our only hope and salvation.

No greater public service could be rendered by the Board of Education of the District of Columbia to the schools and colleges of the land and to the Nation than that of establishing through the board of examiners for the X to XIII divisions a bureau for the compilation of statistics on the colored school-districts throughout the United States and its dependencies, the opportunities therein for employment, and procedure for obtaining work. The scope of this undertaking would be national in extent and would appropriately establish at the seat of government a clearing house for the distribution of the product of our well-nigh universal educational endeavor.

Perennially the walls of our educational system resound with the cry, "On to the high school" and "On to college." This cry were well raised, if only it could be caught up at the end of the course as a sweet refrain and made to reverberate in "On to this or that place awaiting you here, there, or yonder." The establishment of such a bureau in connection with the board of examiners for the X to XIII divisions is urged as a part of this report.

During the current year 2 regular, 6 special, and 18 qualifying examinations were held and covered the cases of 323 candidates.

The following table indicates the scope and character of the examinations and the number that passed and failed:

Statement showing examinations held by the board of examiners for Divisions X to XIII during the school year 1923-24

Examination	Number entering	Passed	Failed	Ineli-gible	With-drew	Total
1. Sept. 11, 1923, normal school, credentials, special	2	2				2
2. Sept. 15, 1923, junior high schools, Grades VII and VIII, credentials	60	24	36			60
3. Sept. 17, 1923: Senior high schools, special subjects Junior high schools, academic and special	3 22	3 9		13		3 22
4. Sept. 17, 1923: Senior high schools, special, qualifying Junior high schools, academic, qualifying	1 1	1 1				1 1
5. Sept. 28, 1923: Senior high schools, academic and special, qualifying Elementary schools, special, qualifying	2 1	2 1				2 1
Total						92
6. Oct. 1, 1923: Senior high schools, special, qualifying Vocational schools, special, qualifying Elementary schools, special, qualifying Junior high schools, scientific, qualifying	1 2 2 1	1 2 2 1				1 2 2 1
7. Oct. 15, 1923, elementary schools, special	6	3	3			6
8. Oct. 17, 1923: Junior high schools, special, qualifying Senior high schools, Group B, Class VI	1 1	1 1				1 1
9. Oct. 24, 1923, normal school, academic, qualifying	1	1				1
10. Oct. 30, 1923, junior high schools, academic, qualifying	1	1				1
11. Nov. 19, 1923, junior high schools, credentials, Grades VII and VIII	7	7				7
12. Dec. 18, 1923, normal school, special, qualifying	1	1				1
Total						24
13. December 19, 1923: Senior high schools, special subjects Vocational schools, special subjects Elementary schools, special subjects Junior high schools, special subjects	15 14 18 9	7 3 9 -----	8 11 9 9		1	15 14 18 9
14. February 11, 1924, elementary schools, special subjects, qualifying	1	1				1
15. February 15, 1924, junior high schools, special, qualifying	2	2				2
16. February 18, 1924: Normal school, academic, qualifying Junior high schools, scientific, qualifying	2 1	2 1				2 1
17. March 4, 1924: Vocational schools, special, qualifying Elementary schools, special, qualifying	1 1	1 1				1 1
Total						64
18. March 6, 1924, vocational schools, special, qualifying	1	1				1
19. April 5, 1924: Normal school, Group B, Class VI High schools, Group B, Class VI	2 6	2 4		2		2 6

Statement showing examinations held by the board of examiners for Divisions X to XIII during the school year 1923-24—Continued

Examination	Number entering	Passed	Failed	Ineli-gible	With-drew	Total
20. April 15, 1924:						
Normal school, academic and spe-cial.....	11	7	4			11
High schools, academic and sci-entifc.....	55	20	35			55
Junior high schools, special.....	14	1	13			14
Vocational schools, special.....	8	3	5			8
Elementary schools, special.....	36	1	35			36
21. June 30, 1924, Junior high schools, cre-dentials and VI A.....	10	10				10
Total.....						143
Grand total.....						323

The work of the secretary of the board of examiners brings him in frequent business contact during the year with school officials, principals of buildings, heads of departments, directors, teachers, and other employees of the public schools. It is, indeed, a pleasure to refer in this report to the uniform kindness, courtesy, and sympathetic cooperation with which they have received him at all times, and to express herein our gratitude for their invaluable aid. Without their fine spirit the results achieved for the year would not have been possible.

Respectfully submitted.

N. E. WEATHERLESS,
Secretary Board of Examiners, Divisions X to XIII.

DIRECTOR OF INTERMEDIATE INSTRUCTION

To the Superintendent of Schools.

SIR: On October 11, 1920, you designated a "committee on textbooks for the elementary schools," which held its first meeting with the superintendent on October 13, 1920. At this meeting you outlined the work of that committee and suggested a thorough study of the situation to be followed by such recommendations as might be necessary. In a subsequent meeting the committee was organized in two groups, one to give consideration to textbooks in grades 1 to 4, to be presided over by Miss Rose Lees Hardy, and the other to study the situation as affecting grades 5 to 8 under the chairmanship of the undersigned, who had been chosen head of the general committee. Until January 11, 1921, when the committee presented its report to the superintendent, frequent meetings were held.

It was early apparent to the members of the committee that reports from the teaching body indicated that the pressing need for a change was that which demanded a more modern series in grammar and language for grades 4 to 8, inclusive. The language books in these grades had been in use for more than 20 years, and while they had been improved during that period by at least one partial revision, it was not to be expected that they should embody the advances which have been made in recent years in the scope, purpose, content, and method to be found in the newer publications. The committee, therefore, felt that the almost universal demand of the teachers for an up-to-date book in language and grammar should be met, but when the change was made it was found that owing to the lack of money it was possible to replace the old stock only in part; in fact it was only during the year just ended that the replacement of the old stock was finally accomplished.

The call for an entirely new series of geographies seemed quite as insistent as that for a new grammar and language series, but the great cost of geographies forbade a change.

The need for an up-to-date text in civics was apparent and the textbooks in history had practically been in use without material revision for 20 years, but it was evident that these and other desired changes must be postponed. It must not be supposed, however, that the needs hereinbefore cited covered the whole field of the committee's investigation or developed more than a fraction of the requirements in the matter of textbooks. The rapid development of the junior high schools threw upon the free textbook fund the provision for several textbooks not heretofore used in the seventh and eighth grades.

The stock of books known as traveling libraries consisting of several thousands of selected books in sets of 45, performing a useful function in broadening the instruction in all grades, especially those from third to eighth, inclusive, had become so depleted that this service is now practically abandoned.

As the desk and reference books and other material which should form part of the equipment of every teacher and that valuable line of supplementary books, so essential to pupils in every subject of study, practically none have been purchased for many years. Meanwhile every year the enterprising publishers have put out hundreds of such supplementary volumes from the pens of advanced school men all over the country, attractive from the standpoint of the printer's art, and fairly reasonable in price. Meantime the pupils of our schools plod along with a single basic textbook, sometimes out of date at that, reaping no advantage from this vast field of enrichment and interest.

The committee, however, more with a view of emphasizing our poverty in this respect than with any hope of immediate relief, included in its report a list of supplementary books, singly or in sets that seemed greatly needed. Had there been any hope of securing them, a much larger and more carefully selected list would have been recommended.

A discussion of the textbook situation, as suggested by the superintendent, is best shown by extracts from my letter of May 15, 1924, in which I urged an appropriation of \$200,000 for textbooks and supplies for the year ending June 30, 1926.

The amount appropriated for the year ending June 30, 1925, is	\$125,000
Appropriation for 1921	\$85,000
Deficiency appropriation	15,000
	100,000
Appropriation for 1922	100,000
Appropriation for 1923	100,000
Deficiency appropriation	15,000
	115,000
Appropriation for 1924	100,000

As no deficiency appropriation was allowed for 1924, the appropriation for the current year is actually \$15,000 less than last year.

During the last three years the increase in the enrollment of the graded schools has been about 2,000.

A part of this increase has been in the junior high schools, where the cost of books is much greater than in the other seventh and eighth grades.

The contract price of textbooks since 1920 has been from 10 to 60 per cent higher than it was prior to that time.

At the end of the school year 1923 there were condemned as unfit for further use 51,835 books.

In the opinion of the supervising principals fully twice as many books should have been condemned, but were continued in use for lack of funds to replace them. The situation this year, 1924, is even worse. While hundreds of books which are worn out, insanitary, and unfit for further use are condemned each year, it has been necessary to limit the number of such condemnations on account of lack of funds, so that there remain in the hands of pupils to-day a large number of books which ought not to be used and which parents rightfully complain about.

During the present year it has not been possible to buy any of the following necessary supplies:

Estimated cost

Globes	\$2,700
Outline maps for pupils	1,000
Desk and reference books for teachers	3,000
Traveling libraries	2,000
Book covers for primary grades and paper for covering books in the higher grades	5,000
School athletics	1,000
Material for primary work such as reading charts, multigraph, clay, and art material	4,000
Cardboard	500
Pitch pipes, records, etc.	1,000
Hectograph pens	200
Hectograph fillers	200
Total	20,600

The following materials have been only partially supplied:

Cost of additional supplies

Wall maps	\$6,000
Scissors	2,000
Water-color boxes	1,500
Cakes of water color	2,000
Pencil sharpeners	600
Colored crayons	2,000
Metal letter boxes	2,400
 Total	 16,500

The situation as to the need of textbooks is shown in the accompanying exhibits A and B, which are self-explanatory.

The present appropriations will not serve to keep the schools supplied to the end of the year with books and supplies that are absolutely necessary.

The statements appended, A and B, indicate that the instruction is being seriously retarded and crippled by the need of up-to-date textbooks.

EXHIBIT A

Books adopted by the Board of Education, 1921, which have been only partially supplied to the pupils.

The number required to furnish a book to every pupil and the cost of the same are here shown:

	Number needed	Cost
Language books for fourth grade	4,000	\$2,380
Physiology and hygiene, fifth grade	6,500	4,355
Physiology and hygiene, seventh and eighth grades	8,000	7,840
Civics, seventh grade	5,500	4,840
Arithmetic, fourth grade	6,500	3,510
 Total	 22,925	

EXHIBIT B

Showing the number of geographies and geographical readers in use which do not contain the map of new Europe, nor correct maps and text of colonial possessions in Africa, and otherwise not up to date, with the cost of replacing them by modern books

Name	Grade	Number of books	Cost
Frye's First Steps	IV	5,967	\$5,439.97
Redway and Hinman's Natural Introductory	V	6,125	5,145.00
Redway and Hinman's Natural School	VI	5,051	7,525.99
Tarr and McMurry Second Book, Part II	VIII	3,463	3,116.70
Geographical readers:			
Europe		5,500	4,620.00
North America		5,900	4,956.00
Asia		2,700	2,268.00
Africa		2,700	2,187.00
Australia		2,700	2,187.00
Total cost of supplying geographies and geographical readers containing correct maps of Europe and otherwise up to date			37,445.66

Entirely apart from the items previously mentioned in detail in this report, it is estimated that to rehabilitate the present stock of textbooks, removing all books from use which are no longer serviceable, would cost from \$50,000 to \$75,000.

It is not possible to make an accurate estimate of the probable needs of the seventh and eighth grades of the junior high schools. It is possible, however, that by 1926 there will be in operation at least four new junior high schools, which will materially increase the cost of textbooks in those grades.

It should be kept in mind that about one-half of this appropriation is spent for school supplies, such as paper, pens, chalk, ink, pencils, and all the other materials used by pupils in the graded schools and the seventh and eighth years of the junior high school, leaving an insufficient margin for the purchase of textbooks.

The report of Mr. Charles Hart, chairman of the committee of senior high and normal schools and also of the junior high school committee, I submit as a separate statement, only a part of which could properly be embodied in this report.

Very respectfully,

A. T. STUART,
Director of Intermediate Instruction.

REPORT OF COMMITTEE ON TEXTBOOKS FOR HIGH SCHOOLS, 1923-24

The committee on textbooks for the senior high and normal schools, as constituted at the present time, was organized under an order from the superintendent dated August 10, 1920. The original committee was composed of 11 members, but this number was later reduced to 5. The committee consists of a high school principal, two heads of department, and two teachers. The committee receives recommendations from principals, heads of department, and teachers and bases its recommendations to the superintendent on the reports received from these sources. A report to the superintendent of schools is made on or about February 1 of each year, and no recommendation or changes are made at other times, except in case of special emergency. At the beginning of the present school year the superintendent decided that it would be well to have a special committee to act upon all textbook recommendations for the junior high schools, and accordingly a committee of five was appointed for this purpose. This committee does for the junior high school what the senior committee does for the senior high school. The two committees make a study of textbooks, have conferences with principals, heads of departments, and with representatives of the publishers of textbooks, and in addition to making recommendations keeps the superintendent informed as to textbook conditions in general. At the beginning of each year a preliminary canvass of the whole situation is made as a basis for any recommendations to follow. In brief, the special offices of each committee is as follows:

1. To unify the textbook situation.
2. To serve as a clearing house on textbook recommendations.
3. To reconcile recommendations, criticisms, and suggestions submitted by teachers, principals, and department heads.
4. To prepare and submit to the superintendent a list of changes which in the opinion of the committee should be made and to explain in brief why such changes are recommended.

Respectfully submitted.

CHARLES HART, *Chairman.*

